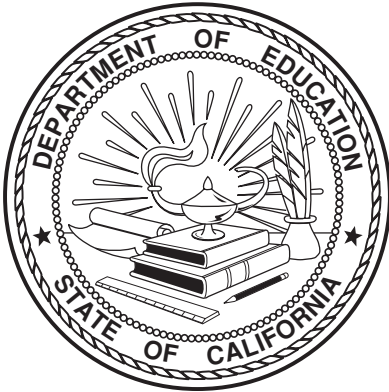

California English Language Development Test (CELDT)



Released Test Questions

April 2008

Prepared by the
California Department of Education

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CELDT Released Test Questions

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Introduction

State law (*Education Code* sections 313 and 60810) and federal law (Title III of the No Child Left Behind Act of 2001) require that school districts administer a state test of English language proficiency to newly enrolled students whose primary language is not English and to English learners as an annual assessment. Since 2001, this test for California public school students has been the California English Language Development Test (CELDT).

The CELDT has three purposes: (1) to identify students who are limited English proficient; (2) to determine the level of English language proficiency of students who are limited English proficient; and (3) to assess the progress of limited-English-proficient students in acquiring the skills of listening, reading, speaking, and writing in English. All students whose primary language is not English, based on the Home Language Survey (HLS), must take the CELDT within 30 calendar days after they are enrolled in a California public school for the first time to determine if they are English learners. Additionally, Section 3302 of Title III of the No Child Left Behind Act of 2001 (20 United States Code Section 7012) indicates that school districts receiving Title III funds must, not later than 30 days after the beginning of the school year or within two weeks of a student's enrollment in a language instruction program after the beginning of the school year, inform parents or guardians of (1) the reasons for their student's identification as an English learner and (2) the need for placement in the specified program. The CELDT also must be given once each year to English learners until they are reclassified to fluent English proficient (RFEP).

English Language Development Standards

In 1999, the State Board of Education (SBE) adopted English language development (ELD) standards for kindergarten through grade twelve. These standards define what English learners in California public schools must know and be able to do as they progress toward full fluency in English and proficiency in state English-language arts standards.

The ELD standards are organized within the four domains of listening, speaking, reading, and writing and separately by grade spans: (1) kindergarten through grade two, (2) grades three through five, (3) grades six through eight, and (4) grades nine through twelve. The levels through which English learners progress toward the standards are identified as Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced. The complete *English Language Development Standards for California Public Schools* Web document is available at <http://www.cde.ca.gov/re/pn/fd/documents/englangdev-stnd.pdf>.

Question Development Process

The CELDT questions are developed based on the ELD standards. New questions undergo extensive content, technical, and bias and sensitivity reviews by panels of subject matter experts, including, teachers, administrators, parents, and community members, representing a variety of languages and cultural backgrounds. Prior to being used on the CELDT, the questions are field tested in a statewide sample.

Released Test Questions (RTQs)

The purpose of this document is to provide released test questions (RTQs) from the CELDT administrations (2003–04 through 2005–06) for use by site and district administrators, teachers, and support staff who work with English learners. These RTQs cover the four domains assessed by the CELDT: listening, speaking, reading, and writing. The intent of the CDE is to release additional CELDT questions in the future to cover the scope of the domains and test components more fully.

Test Content and Format

The CELDT currently assesses listening and speaking only for students in kindergarten and grade one. The test for students in grades two through twelve assesses the following domains: listening, speaking, reading and writing.* Parts of the test are given orally, and other parts are written. The chart on page 6 describes the test components and indicates the number of test questions by domain. The chart also provides the number of RTQs by domain in this document.

* Beginning in 2009–10, students in kindergarten and grade one also will be assessed in early literacy.

Test Components by Domain

| Test Components by Domain | | Questions on CELDT | RTQs |
|--|--|--------------------|------|
| Listening | | | |
| Following Oral Directions | Items are read aloud to students. For Grades K–2, administration is one-on-one, and students are shown prompt sheet containing six to nine objects and asked to follow directions such as point to or draw on one or more objects. For Grades 3–12, administration is done in groups and students are given an oral prompt (usually one sentence) stating what the student is directed to do. Prompts may be read twice, but actual questions only can be read once. | 20 | 18 |
| Listening Comprehension (Teacher Talk) | Items are read aloud to students. Administration for K–2 is one-on-one (but group-administered for Grades K–2 if children are mature enough) and group-administered for Grades 3–12. Oral prompt is approximately three sentences long and describes an authentic school situation. Students are asked basic comprehension questions. Prompts may be read twice, but actual questions only can be read once. | | |
| Extended Listening Comprehension | Items are read aloud to students. Administration for K–2 is one-on-one (in groups for Grades 1–2 if children are mature enough) and group-administered for Grades 3–12. Oral passage is usually non-fiction but can be fiction setting for K–2 or class-lesson style for Grades 3–12. Students are asked comprehension questions. Prompts may be read twice, but actual questions only can be read once. | | |
| Rhyming | This test component is administered one-on-one to Grades K–2 only. Students are given two one-syllable words that rhyme and are asked to provide one more. Prompts may be read twice, but actual questions only can be read once. | | |
| Speaking | | | |
| Oral Vocabulary | Administered one-on-one at all grades. Student is shown picture of object and asked to identify its name, purpose, or other similar, basic question. Student also is given a word and asked for its opposite. Art and context provided in lower grades only. All prompts and questions are read only once. | 20 | 13 |
| Speech Functions | Administered one-on-one at all grades. Student is given a situation and directed to make a request or statement to express needs. All prompts and questions are read only once. | | |
| Choose and Give Reasons | Administered one-on-one at all grades. Student is given choice of two things, activities, or situations and is asked to state and support a preference. Art context given at lower grades. All prompts and questions are read only once. | | |
| 4-Picture Narrative | Administered one-on-one at all grades. Student shown series of four pictures that suggest a story and is given a story starter to supply context. Student constructs the story orally. All prompts and questions are read only once. | | |
| Reading | | | |
| Word Analysis | Group-administered. Students read questions and select answer from multiple-choice options. At grade 2, some items have oral prompts. Directions and sample questions may be read twice. | 35 | 19 |
| Fluency and Vocabulary | Group-administered. Students read questions and select answer from multiple-choice options. Directions and sample questions may be read twice. | | |
| Reading Comprehension | Group-administered. Students read passages and related questions and select answers from multiple-choice options. Directions and sample questions may be read twice. | | |
| Writing | | | |
| Grammar and Structure | Group-administered. Students read questions and select answer from multiple-choice options. Directions and sample questions may be read twice. | 24 | 12 |
| Sentences | Group-administered. Students see a picture and write one detailed sentence about it. Directions and sample questions may be read twice. | | |
| Short Composition | Group-administered. Students respond to a text prompt about a topic or situation. For Grade 2, students could see a series of four pictures that suggest a story and are given a story starter to provide context. Directions and sample questions may be read twice. | | |

Document Features

A variety of information is provided in this document to assist in the interpretation and use of the CELDT RTQs. The following assistance materials are included:

- **Overall Performance Level Descriptors (page 8)**

Overall performance level descriptors describe the competencies associated with each performance level. These performance level descriptors characterize what students at each performance level know and can do.

- **RTQs (pages 9 through 67)**

Each RTQ includes the grade span, the domain, the test component, the ELD standard addressed, and information on student performance. Each RTQ is scored as “Correct,” “Incorrect,” or “No Response,” and the correct answers are provided. Sample student responses are provided for most questions requiring longer oral responses and written sentences or paragraphs. There are sample student responses for Choose and Give Reasons, 4-Picture Narrative, Sentences, and Short Compositions. All of the scoring rubrics used to score constructed-response questions also are provided in Appendix A.

- **Scoring Rubrics (Appendix A, pages 68 through 77)**

Scoring rubrics are used to assign a score to a student’s oral or written responses, using a range of score points. There are five scoring rubrics included in this document, three for speaking (Choose and Give Reason, 4-Picture Narrative, and Speech Functions) and two for writing (Sentences and Short Compositions). The scoring rubrics in this document are the current scoring rubrics used in the CELDT. Questions from the 2003–04 CELDT edition used slightly different score point descriptions. However, changes made to the old rubrics do not affect the scoring of any of the sample responses listed in this document.

- **Glossary of Terms/Acronyms (Appendix B, pages 78 through 82)**

The glossary provides brief descriptions for commonly-used terms/acronyms found in this document that are related to the CELDT.

CELDT Overall Performance Level Descriptors

Beginning — Students performing at this level of English-language proficiency may demonstrate little or no receptive or productive English skills. They are beginning to understand a few concrete details during unmodified instruction. They may be able to respond to some communication and learning demands, but with many errors. Oral and written production is usually limited to disconnected words and memorized statements and questions. Frequent errors make communication difficult.

Early Intermediate — Students performing at this level of English-language proficiency continue to develop receptive and productive English skills. They are able to identify and understand more concrete details during unmodified instruction. They may be able to respond with increasing ease to more varied communication and learning demands with a reduced number of errors. Oral and written production is usually limited to phrases and memorized statements and questions. Frequent errors still reduce communication.

Intermediate — Students performing at this level of English-language proficiency begin to tailor their English-language skills to meet communication and learning demands with increasing accuracy. They are able to identify and understand more concrete details and some major abstract concepts during unmodified instruction. They are able to respond with increasing ease to more varied communication and learning demands with a reduced number of errors. Oral and written production has usually expanded to sentences, paragraphs, and original statements and questions. Errors still complicate communication.

Early Advanced — Students performing at this level of English-language proficiency begin to combine the elements of the English language in complex, cognitively demanding situations and are able to use English as a means for learning in content areas. They are able to identify and summarize most concrete details and abstract concepts during unmodified instruction in most content areas. Oral and written production is characterized by more elaborate discourse and fully-developed paragraphs and compositions. Errors are less frequent and rarely complicate communication.

Advanced — Students performing at this level of English-language proficiency communicate effectively with various audiences on a wide range of familiar and new topics to meet social and learning demands. In order for students at this level to attain the English-proficiency level of their native English-speaking peers, further linguistic enhancement and refinement are still necessary. Students at this level are able to identify and summarize concrete details and abstract concepts during unmodified instruction in all content areas. Oral and written production reflects discourse appropriate for content areas. Errors are infrequent and do not reduce communication.

Released Test Questions (RTQs)

This report contains 48 released test questions (RTQs) from CELDT administrations in 2003–04 through 2005–06. The RTQs are organized by grade span (kindergarten through two, grades three through five, grades six through eight, and grades nine through twelve) and by the CELDT domain tested (listening, speaking, reading, and writing). Each RTQ also includes the ELD standard, the test component, the scoring method used, and information on student performance.

The percent correct displayed with each RTQ shows how well students scoring at each overall performance level on a specific CELDT administration responded to that question. Table 2 provides an example of students' performance on a multiple-choice question.

Table 2

Student Performance:

The table below shows how students performed in the 2004–05 administration.

| Overall Performance Level on the CELDT | % Scored Correctly |
|--|--------------------|
| Beginning | 65 |
| Early Intermediate | 84 |
| Intermediate | 91 |
| Early Advanced | 95 |
| Advanced | 96 |

The column on the left refers to the students' **overall** performance levels on the CELDT. The column on the right refers to the percentage of students scoring at each overall performance level who answered the question correctly. In this example, 65 percent of the students scoring at the Beginning level answered the question correctly, suggesting that the test question was somewhat challenging for that group. In contrast, 96 percent of the students who performed at the Advanced level answered the question correctly. This question seemed generally easy, based on student performance.

Table 3 provides an example of student performance for a constructed-response (open-ended) question that was evaluated with a scoring rubric. Scoring rubrics for the five types of constructed-response questions used on the CELDT, with the scoring range for each rubric, are in Appendix A, pages 69 through 77. The constructed-response RTQs for Choose and Give Reasons, 4-Picture Narrative, Sentences, and Short Compositions include sample student responses where they are available.

Table 3**Student Performance:**

This question was administered during the 2004–2005 school year.

| Overall Performance Level on the CELDT | Average Score Based on Rubric |
|--|----------------------------------|
| Beginning | 0.2 |
| Early Intermediate | 1.2 |
| Intermediate | 2.1 |
| Early Advanced | 2.9 |
| Advanced | 3.5 |

Table 3 shows the average score for a 4-Picture Narrative question that was scored with a rubric ranging from 0–4 score points. For this question, students scoring at the Beginning level had an average score very close to zero (no response or not intelligible). Advanced students scored between 3 and 4 on the rubric, responding with a developed vocabulary and very minor errors that did not affect the meaning.

Kindergarten through Grade Two — Listening

FOLLOWING ORAL DIRECTIONS

ELD Standard:

Respond to simple directions and questions by using physical actions and other means of nonverbal communication (e.g., matching objects, pointing to an answer, drawing pictures).

Scoring:

This question was scored as Correct, Incorrect, or No Response.

Student Performance:

The table below shows how students performed in the 2004–05 administration.

| Overall Performance Level on the CELDT | K–Grade One % Scored Correctly | Grade Two % Scored Correctly |
|---|-----------------------------------|---------------------------------|
| Beginning | 25 | 64 |
| Early Intermediate | 84 | 97 |
| Intermediate | 97 | 99 |
| Early Advanced | 99 | 100 |
| Advanced | 100 | 100 |



Draw a nose on the boy's face.

[Correct response: A nose on the face]

00382752

[Note: Pictures shown in the RTQs are reduced to fit the format of this document.]

Kindergarten through Grade Two — Listening

TEACHER TALK

ELD Standard:

Listen attentively to stories and information and identify important details and concepts by using both verbal and nonverbal responses.

Scoring:

This question was scored as Correct, Incorrect, or No Response.

Student Performance:

The table below shows how students performed in the 2004–05 administration.

| Overall Performance Level on the CELDT | K–Grade One % Scored Correctly | Grade Two % Scored Correctly |
|--|-----------------------------------|---------------------------------|
| Beginning | 47 | 87 |
| Early Intermediate | 68 | 97 |
| Intermediate | 86 | 99 |
| Early Advanced | 95 | 100 |
| Advanced | 99 | 100 |

SAY *A teacher tells the class: Please clear your desks and sit down. I will know you are ready when everyone is sitting down.*

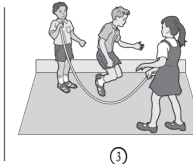
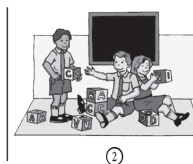
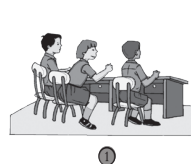
Pause.

SAY *Listen carefully as I repeat the story.*

Repeat the story.

SAY *Find the picture that shows which students are following the teacher's directions. Fill in the circle under that picture.*

Which students are following the teacher's directions?



00382814

Kindergarten through Grade Two — Listening

EXTENDED LISTENING COMPREHENSION

ELD Standard:

Listen attentively to stories and information and identify important details and concepts by using both verbal and nonverbal responses.

Scoring:

This question was scored as Correct, Incorrect, or No Response.

Student Performance:

The table below shows how students performed in the 2004–05 administration.

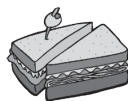
| Overall Performance Level on the CELDT | K–Grade One % Scored Correctly | Grade Two % Scored Correctly |
|--|-----------------------------------|---------------------------------|
| Beginning | 56 | 85 |
| Early Intermediate | 78 | 96 |
| Intermediate | 92 | 99 |
| Early Advanced | 98 | 100 |
| Advanced | 100 | 100 |

DIRECTIONS Listen to the passage.

SAY *Do you like apples? A man named Johnny Appleseed loved them so much that he planted apple trees wherever he went.*

While he was planting trees, Johnny made a lot of friends. One of his friends was even a bear! People loved Johnny, too. Because of Johnny, they were able to enjoy apple pies, apple cakes, and best of all, big, juicy apples!

What did Johnny like to eat?



Ⓐ



Ⓑ



Ⓒ

00382816

Kindergarten through Grade Two — Speaking

ORAL VOCABULARY

ELD Standard:

Begin to speak a few words or sentences by using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases).

Scoring:

This question was scored as Correct, Incorrect, or No Response.

Student Performance:

The table below shows how students performed in the 2004–05 administration.

| Overall Performance Level on the CELDT | K–Grade One % Scored Correctly | Grade Two % Scored Correctly |
|---|-----------------------------------|---------------------------------|
| Beginning | 21 | 62 |
| Early Intermediate | 77 | 96 |
| Intermediate | 94 | 99 |
| Early Advanced | 99 | 100 |
| Advanced | 100 | 100 |

SAY *What is this?*



[Possible answers: Backpack, school bag]

00382764

Kindergarten through Grade Two — Speaking

CHOOSE AND GIVE REASONS

ELD Standard:

Ask and answer questions by using phrases or simple sentences.

Scoring:

This question was scored using the “Choose and Give Reasons” rubric (0–2) found in Appendix A.

Student Performance:

The table below shows how students performed in the 2004–05 administration.

| Overall Performance Level on the CELDT | K–Grade One Average Score Based on Rubric | Grade Two Average Score Based on Rubric |
|--|---|---|
| Beginning | 0.1 | 0.6 |
| Early Intermediate | 0.6 | 1.3 |
| Intermediate | 1.2 | 1.6 |
| Early Advanced | 1.7 | 1.8 |
| Advanced | 2.0 | 2.0 |

SAY *I am going to ask you a question.*

Which do you like to do more, sing songs or draw pictures?

[Wait for initial response: sing songs or draw pictures.]

SAY *Tell me why. Give me two reasons.*



00382776



Sample Student Responses:

| Score | Scoring Rationale | Sample Responses |
|-------|--|--|
| 0 | <ul style="list-style-type: none"> Student does not make a choice or does not support the choice with a relevant reason. No response [NR]. Response is entirely in another language [HL]. | [Student points to picture, but does not say anything.] |
| 1 | <ul style="list-style-type: none"> Student makes choice and supports choice with at least one relevant reason. Errors in grammar, vocabulary, and/or pronunciation are significant enough to interfere with communication. | <p>Draw pictures. Because my sister . . . my friends like to draw and . . . my sister likes to draw. To . . . draw</p> <hr/> <p>Draw pictures. 'Cause I like drawing and . . .</p> |
| 2 | <ul style="list-style-type: none"> Student makes choice and supports it with at least two relevant reasons. Speech is generally accurate (i.e., minor grammatical, vocabulary, and/or pronunciation errors may occur, but they do not affect communication). | <p>Draw pictures. 'Cause it's fun. 'Cause you could draw houses.</p> <hr/> <p>Draw pictures. Because they're fun and you could draw anything you want.</p> |

Kindergarten through Grade Two — Speaking

4-PICTURE NARRATIVE

ELD Standard:

Retell stories in greater detail by including the characters, setting, and plot.

Scoring:

This question was scored using the “4-Picture Narrative” rubric (0–4) found in Appendix A.

Student Performance:

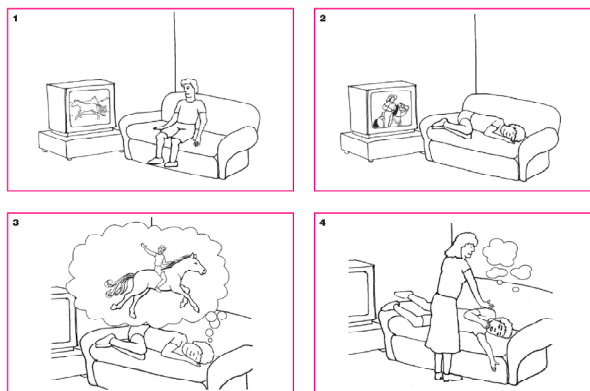
The table below shows how students performed in the 2003–04 administration.

| Overall Performance Level on the CELDT | K–Grade One Average Score Based on Rubric | Grade Two Average Score Based on Rubric |
|--|---|---|
| Beginning | 1.2 | 1.5 |
| Early Intermediate | 1.2 | 2.3 |
| Intermediate | 2.1 | 2.8 |
| Early Advanced | 2.9 | 3.1 |
| Advanced | 3.5 | 3.9 |

SAY *I am going to show you some pictures that tell a story.*

Pause to give students time to look at the pictures.

SAY *I will start the story and then you will tell me what happens next. Last night, Alex was very tired when he was watching television. What happened next?*



00382736

Sample Student Responses:

| Score | Scoring Rationale | Sample Responses |
|-------|--|---|
| 0 | <ul style="list-style-type: none"> No response [NR]. Spoken in another language [HL]. Unintelligible. Response consists entirely of “I don’t know” or “I forget.” | |
| 1 | <ul style="list-style-type: none"> Student attempts to tell a story based on the pictures, but does not construct a coherent narrative. Response displays a very limited range of vocabulary. The student’s speech is often halting or impeded. Response includes numerous grammatical errors that interfere with communication. Student’s speech is generally difficult to understand. Pronunciation often interferes with communication. | <p><i>The television has a horse. He does the dream. Mother to wake him from the horse. He was to the sleeping.</i></p> |

| Score | Scoring Rationale | Sample Responses |
|-------|--|--|
| 2 | <ul style="list-style-type: none"> Story is based on pictures but does not clearly express some major event. Response displays some of the necessary vocabulary, but the student often cannot find the right word. Response shows control of basic grammatical structures but includes numerous errors, some of which interfere with communication. Student's speech is sometimes difficult to understand. Pronunciation sometimes interferes with communication. | <p><i>He watched a horse in the television. He is sleeping. His mother wake him up in the sleeping.</i></p> |
| 3 | <ul style="list-style-type: none"> Story is coherent and includes explanation of major events, but does not provide much elaboration (e.g., explanations of details and context). Vocabulary resources are generally adequate to perform the task. The student sometimes cannot find the right word. Response is generally adequate grammatically. Errors rarely interfere with communication. Student may have an accent and/or make some errors in pronunciation, but pronunciation is generally accurate and usually does not interfere with communication. | <p><i>He went to sleep and he dreamed about he was riding a horse, and his mother waked him up.</i></p> |
| 4 | <ul style="list-style-type: none"> Story is coherent and effective, including explanation of major events, with appropriate elaboration (e.g., explanations of details and context). Contains more complex sentence structure. Vocabulary resources are well developed. The student can almost always find the appropriate word. Uses precise word choice. Response displays few grammatical errors and contains varied grammatical and syntactical structures. Any errors are minor (e.g., difficulty with articles or prepositions) and do not interfere with communication. Student may have an accent, but both pronunciation and intonation are generally accurate and do not interfere with communication. | <p><i>He sat on the couch and watched a horse on television. Then, he fell asleep and dream he ride the horse. His mother woke him up.</i></p> |

Grade Two — Reading

FLUENCY AND VOCABULARY

ELD Standard:

Recognize sound/symbol relationships and basic word-formation rules in phrases, simple sentences, or simple text.

Scoring:

This question was scored as Correct, Incorrect, or No Response.

Student Performance:

The table below shows how students performed in the 2004–05 administration.

| Overall Performance Level on the CELDT | % Scored Correctly |
|--|--------------------|
| Beginning | 40 |
| Early Intermediate | 46 |
| Intermediate | 68 |
| Early Advanced | 89 |
| Advanced | 88 |

DIRECTIONS Choose the BEST answer.

Which of these is made up of two words?

- ☐ orange ☒ mailbox ☐ morning

00240729

Grade Two — Reading

COMPREHENSION

ELD Standard:

Read and use basic text features, such as title, table of contents, and chapter headings.

Scoring:

These questions were scored as Correct, Incorrect, or No Response.

Student Performance:

The table below shows how students performed in the 2004–05 administration.

Question 1:

| Overall Performance Level on the CELDT | % Scored Correctly |
|--|--------------------|
| Beginning | 26 |
| Early Intermediate | 29 |
| Intermediate | 44 |
| Early Advanced | 67 |
| Advanced | 72 |

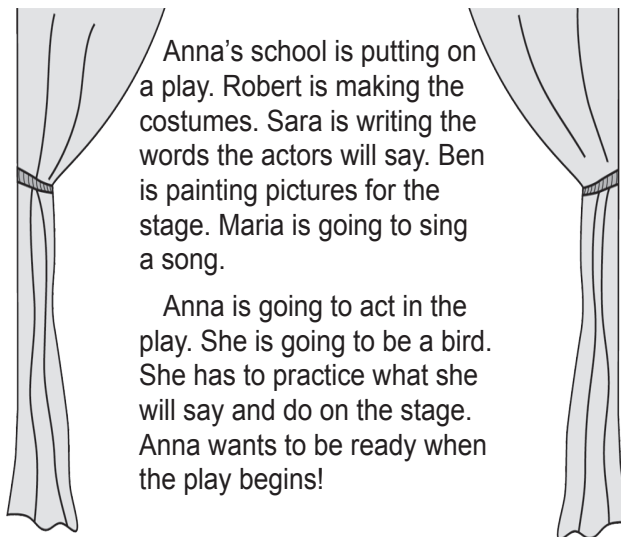
Question 2:

| Overall Performance Level on the CELDT | % Scored Correctly |
|--|--------------------|
| Beginning | 24 |
| Early Intermediate | 28 |
| Intermediate | 43 |
| Early Advanced | 68 |
| Advanced | 73 |

Question 3:

| Overall Performance Level on the CELDT | % Scored Correctly |
|--|--------------------|
| Beginning | 29 |
| Early Intermediate | 32 |
| Intermediate | 45 |
| Early Advanced | 71 |
| Advanced | 75 |

DIRECTIONS Read this story. Then do Numbers 1 through 3.



- What is the BEST title for this story?
 - ☐ "Sara Writes a Play"
 - ☐ "How to Act like a Bird"
 - ☒ "The School Play"
- Why does Anna practice what she will say and do in the play?
 - ☒ She wants to be ready to act.
 - ☐ She wants to make her own costume.
 - ☐ She wants to write the words for the actors.
- What will MOST LIKELY happen in the play?
 - ☐ Robert will write the words to the play.
 - ☐ Maria will help Ben paint pictures.
 - ☒ Anna will act like a bird.

00240769, 00240771, 00240773

Grade Two — Writing

GRAMMAR AND STRUCTURE

ELD Standard:

Use correct parts of speech, including correct subject/verb agreement.

Scoring:

This question was scored as Correct, Incorrect, or No Response.

Student Performance:

The table below shows how students performed in the 2004–05 administration.

| Overall Performance Level on the CELDT | % Scored Correctly |
|--|--------------------|
| Beginning | 52 |
| Early Intermediate | 68 |
| Intermediate | 86 |
| Early Advanced | 98 |
| Advanced | 97 |

DIRECTIONS Choose the word that **BEST** completes the sentence.

The pig _____ the duck are animals.

- ☐ so
☒ and
☐ but

00354000

SENTENCES

ELD Standard:

Write simple sentences by using key words commonly used in the classroom (e.g., labels, number names, days of the week, and months).

Scoring:

This question was scored using the “Sentences” rubric (0–3) found in Appendix A.

Student Performance:

The table below shows how students performed in the 2004–05 administration.

| Overall Performance Level on the CELDT | Average Score Based on Rubric |
|--|-------------------------------|
| Beginning | 1.2 |
| Early Intermediate | 1.4 |
| Intermediate | 1.8 |
| Early Advanced | 2.1 |
| Advanced | 2.2 |

SAY Write a sentence that tells what you think is happening in the picture. Be sure to tell who or what is in the picture and describe what is happening. Write only one sentence for the picture. Pay attention to capital letters and punctuation such as periods, commas, and question marks. Do the best you can with spelling and make your handwriting clear. Do you have any questions?



00354033

Sample Student Responses:

| Score | Scoring Rationale | Sample Responses |
|-------|---|--|
| 0 | <p>No Communication: Subject or predicate is missing. The following characteristics may be seen as well.</p> <ul style="list-style-type: none"> • Content is not related to the prompt. • Response consists of single words or simple phrases and is not meaningful. • Grammar and syntax distort meaning. • Articles, possessives, prepositions, and plural endings are missing and/or incorrect. • Vocabulary is severely limited (random words with no indication of comprehension). • Spelling errors interfere with comprehensibility. • Punctuation and capitalization errors distort meaning. | |
| 1 | <p>Emerging Communication: Simple subject and a simple predicate are evident and in the correct word order. The following characteristics may be seen as well.</p> <ul style="list-style-type: none"> • Content is reasonably related to the prompt. • Response contains awkward clauses and/or non-standard wording that affect meaning. • Grammar and syntax contain errors that may interfere with meaning (errors in subject/verb agreement, incorrect verb form or tense, use of present participle without an auxiliary verb). • Articles, possessives, prepositions, and plural endings are often missing and/or incorrect. • Vocabulary is vague (primarily uses words such as “fun,” “nice,” “cool,” “good”). • Spelling errors make response difficult to comprehend, but at least one word is correctly spelled (other than “a,” “I,” or “the”). • Punctuation and/or capitalization errors may interfere with meaning. | <p><i>The Pnec in The Parak</i></p> <hr/> <p><i>There eating.</i></p> <hr/> <p><i>The femeli es niti en The Pork</i></p> <hr/> <p><i>A mom and a dad and a brother and a sister.</i></p> |

| Score | Scoring Rationale | Sample Responses |
|-------|--|---|
| 2 | <p>Basic Communication: Subject and predicate are in the correct word order. The following characteristics may be seen as well.</p> <ul style="list-style-type: none">• Content is clear and appropriate to the prompt.• Response is communicative but simple.• Grammar and syntax contain minor errors that do not interfere with meaning, but response is not written in Standard English (errors in subject/verb agreement, incorrect verb form or tense).• Articles, possessives, prepositions, and plural endings may be missing and/or incorrect.• Vocabulary adequately addresses the prompt; lacks complexity.• Spelling errors do not interfere with meaning.• Punctuation and/or capitalization have few errors that do not interfere with meaning. | <p><i>The famele is haveing a picKneK.</i></p> <p><i>They are eat Food at the park.</i></p> <p><i>The family is eating on the park.</i></p> <p><i>the family is haveing a picknick in the parck.</i></p> <p><i>The pelpe were eatn</i></p> <p><i>The pooele are at the park for lunch</i></p> <p><i>The peapols aer eating.</i></p> <p><i>Thae are haveing a pinek at the park.</i></p> |
| 3 | <p>Fully Competent Communication: Subject and predicate have some syntactical complexity (multiple subjects/objects, use of infinitive or gerund as an object, compound/complex sentence structure, prepositional phrases, relative clauses). The following characteristics may be seen as well.</p> <ul style="list-style-type: none">• Content is clear and appropriate to the prompt.• Response is written in Standard English.• Grammar and syntax contain no errors.• Articles, possessives, prepositions, and plural endings are correct.• Vocabulary is detailed and precise with descriptive adjectives and adverbs.• Spelling contains no errors.• Response may contain only one error in either capitalization at the beginning of the sentence or punctuation at the end of the sentence. May contain the following minor mechanical errors: missing periods after abbreviations, capitalization error in the middle of the sentence, extraneous or missing commas. | <p><i>They are eating something.</i></p> <p><i>The mom and the dad and the boy and the girl are eating.</i></p> <p><i>The family is having a picnic at the park.</i></p> <p><i>The family is eating.</i></p> |

Grade Two — Writing

SHORT COMPOSITIONS

ELD Standard:

Write short narrative stories that include the elements of setting and character.

Scoring:

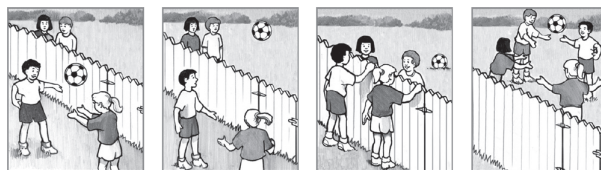
This question was scored using the “Short Compositions” rubric (0–4) found in Appendix A.

Student Performance:

The table below shows how students performed in the 2004–05 administration.

| Overall Performance Level on the CELDT | Average Score Based on Rubric |
|--|-------------------------------|
| Beginning | 1.2 |
| Early Intermediate | 1.5 |
| Intermediate | 2.1 |
| Early Advanced | 2.6 |
| Advanced | 2.7 |

SAY *In this section, you will write a story. Look at the four pictures. Under these pictures, you will see some words that start the story for you. Look at what is happening in the pictures and then finish writing the story. Think about what you will write before you write it. Use details and examples to make your story interesting. Your story should have a beginning, a middle, and an end. Pay attention to capital letters and punctuation such as periods, commas, and question marks. Do the best you can with spelling and make your handwriting clear. If you have time after you finish, you may go back and check what you have written. Are there any questions?*



In the summer, my brother and I

00353975

Sample Student Responses:

| Score | Scoring Rationale | Sample Responses |
|-------|--|------------------|
| 0 | <p>Non-scorable: A score of 0 (zero) should be assigned to ANY of the following:</p> <ul style="list-style-type: none"> No response; blank. Response is written entirely in another language. Response is unintelligible. Response is identical to a previous response. Response is illegible. Response merely copies the prompt. | |

| Score | Scoring Rationale | Sample Responses |
|-------|---|--|
| 0 | No Communication: <ul style="list-style-type: none"> Content may or may not be related to the prompt. Response consists of a few isolated words with no comprehensible phrases. Subject and predicate may or may not be present. Grammar and syntax contain errors that distort meaning. Vocabulary is severely limited (student uses random words). Spelling and mechanics errors interfere with comprehensibility. | |
| | | |
| 1 | Emerging Communication: <ul style="list-style-type: none"> Content is somewhat related to the prompt. Response is mostly incomprehensible with some recognizable phrases. Subject or predicate may be recognizable. Grammar and syntax often interfere with meaning. Vocabulary is basic (in early stages of development; mostly basic). Spelling and mechanics errors make response difficult to comprehend, but at least one word is spelled correctly (other than "a," "I," or "the"). | <p><i>the cis Plae cach but tha bool gool or the fes anb the cis cool nuvr cis ti gav the bool sid the grl and boi but da open the cis opin the boor to pla wech the nuch cis but the wus plaen cach but the bis wuset pien wech grls pus the</i></p> <hr/> <p><i>dei wr plein bas cit bol. den the bol wint the adr said. den tha adr cis so dem. ben deii pleid tu gehr.</i></p> <hr/> <p><i>the gr is plade wfh the boe wi the boe and a gr sot to plade to gar</i></p> <hr/> <p><i>The poe espe. The po wet. The ea tl. The pla.</i></p> |
| | | |
| 2 | Developing Communication: <ul style="list-style-type: none"> Content is clearly related to the prompt. Response is mostly comprehensible but may also contain fragments or run-ons. Subject and predicate are evident in at least one sentence with capitalization at the beginning of the sentence and punctuation at the end of the sentence. Grammar and syntax contain numerous errors, sometimes interfering with meaning. Vocabulary is vague or general (primarily uses words such as "fun," "nice," "cool," "good"). Spelling and mechanics errors may interfere with meaning. | <p><i>play socer. The ball wet ovr the wens. They saw kids. They wet to the othr side and they play socer togedr.</i></p> <hr/> <p><i>played socker I kicked it over the fase me and my brother aked the uthr kids if we can have our ball back the uth kids said yaeh can we play yaeh and they played</i></p> <hr/> <p><i>They are plain bl They therw the bl. And they see wate hpin. Aad they play all tugathr.</i></p> <hr/> <p><i>wear playing catchdall. And went the dall out there friend came. And the played catchdall to. And the bay.</i></p> |
| | | |

| Score | Scoring Rationale | Sample Responses |
|-------|---|---|
| 3 | Competent Communication: <ul style="list-style-type: none"> Content reasonably addresses the prompt. Response is mostly comprehensible and recognizable as a paragraph; contains logical sequencing. Subject and predicate are in correct word order, as well as capitalization at the beginning of the sentence and punctuation at the end of the sentence. Response contains three or more complete simple or compound sentences, although there may be some fragments or run-ons. At least one sentence [two sentences for 3–5; three sentences for 6–12] contains a subject and predicate in correct word order, as well as capitalization at the beginning of the sentence and punctuation at the end of the sentence. Grammar and syntax contain few errors that occasionally interfere with meaning. Vocabulary adequately addresses the prompt. Spelling and capitalization errors occasionally interfere with meaning. | <p><i>I see a boy and a girl playing soccer. Then the ball goes in the fence. Then they couldn't get the ball. Then they tell a kid they could get the ball. Then they play soccer with the kid.</i></p> <hr/> <p><i>played soccer and then the boy kick the soccer ball and the ball went over the fence and then they told if they could go with them and then they said yes and they open the gate and the played soccer together.</i></p> <hr/> <p><i>play. It is fun. Two kids want to play. It is vere fun.</i></p> <hr/> <p><i>The end</i></p> <hr/> <p><i>playing ball. Then they hit the ball and it when to the otherside. They said to the boy and girl give us the ball. And they said, yes and they playde.</i></p> <hr/> <p><i>was playing a scorr game but the ball went out side and the two peopel said that we will get it and they got it for them and they all play scorr game.</i></p> |
| 4 | Expressive Communication: <ul style="list-style-type: none"> Content fully addresses the prompt. Response is in paragraph form with sentences that support the topic sentence and may contain a concluding sentence. Response is written in Standard English and contains well-organized events or ideas as well as a few effective details and transitional devices. Subject and predicate are in correct word order, as well as capitalization at the beginning of the sentence and punctuation at the end of the sentence. Response contains at least three complete sentences, one or more of which is syntactically complex (multiple subjects/objects, use of infinitive or gerund as an object, compound/complex sentence structure, prepositional phrases, relative clauses). At least three sentences contain a subject and predicate in correct word order, as well as capitalization at the beginning of the sentence and punctuation at the end of the sentence. Grammar and syntax contain minimal errors that do not interfere with meaning. Vocabulary is precise and may include idioms or figurative language. Spelling and mechanics errors are minimal and do not interfere with meaning. | <p><i>were playing soccer. The soccer ball bounced next door. They asked the kids next door if they could get their ball. but the kids next door asked if they could play. So they all played together.</i></p> <hr/> <p><i>were playing soccer. Then, the soccer ball went to the other side. In the middle of the story her brother and I, "told my friends if we can play soccer with you Elizabeth and Carlos. In the end of the story my friends played with us. So, we had fun playing soccer.</i></p> <hr/> <p><i>were playing ball. The ball went out of the fens. The boy and the girl said to there friends could you give us the ball please. There friend said come out here so we could play.</i></p> |

Grades Three Through Five — Listening

FOLLOWING ORAL DIRECTIONS

ELD Standard:

Begin to speak with a few words or sentences, the using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases).

Scoring:

This question was scored as Correct, Incorrect, or No Response.

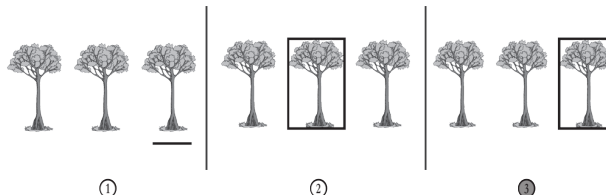
Student Performance:

The table below shows how students performed in the 2004–05 administration.

| Overall Performance Level on the CELDT | % Scored Correctly |
|--|--------------------|
| Beginning | 65 |
| Early Intermediate | 84 |
| Intermediate | 91 |
| Early Advanced | 95 |
| Advanced | 99 |

SAY Choose the picture that shows a box around the last tree. Mark your answer.

Pause.



00382858

TEACHER TALK

ELD Standard:

Listen attentively to stories and information and identify important details and concepts by using both verbal and nonverbal responses.

Scoring:

This question was scored as Correct, Incorrect, or No Response.

Student Performance:

The table below shows how students performed in the 2004–05 administration.

| Overall Performance Level on the CELDT | % Scored Correctly |
|--|--------------------|
| Beginning | 67 |
| Early Intermediate | 92 |
| Intermediate | 98 |
| Early Advanced | 99 |
| Advanced | 100 |

SAY A teacher tells the class: Tomorrow we are going to start our project about family histories. I want you to bring to class some pictures of your family. If you can, bring two pictures that show all the people in your family. We will use these pictures in the project.

What do the students need for their project?

- ☒ some pictures
- ☐ some books
- ☐ some snacks

00382916

Grades Three Through Five — Listening

EXTENDED LISTENING COMPREHENSION

ELD Standard:

Listen attentively to stories and information and identify important details and concepts by using both verbal and nonverbal responses. (This standard applies to all three questions.)

Scoring:

These questions were scored as Correct, Incorrect, or No Response.

Student Performance:

The table below shows how students performed in the 2004–05 administration.

Question 1:

| Overall Performance Level on the CELDT | % Scored Correctly |
|--|--------------------|
| Beginning | 51 |
| Early Intermediate | 75 |
| Intermediate | 86 |
| Early Advanced | 93 |
| Advanced | 98 |

Question 2:

| Overall Performance Level on the CELDT | % Scored Correctly |
|--|--------------------|
| Beginning | 48 |
| Early Intermediate | 64 |
| Intermediate | 80 |
| Early Advanced | 91 |
| Advanced | 98 |

Question 3:

| Overall Performance Level on the CELDT | % Scored Correctly |
|--|--------------------|
| Beginning | 49 |
| Early Intermediate | 80 |
| Intermediate | 93 |
| Early Advanced | 97 |
| Advanced | 99 |

DIRECTIONS Listen to the passage. Then do numbers 1 through 3.

SAY *It was lunchtime and Kim was running as fast as she could to Ms. Chin's classroom. She wanted to play with Buster.*

Who's Buster, you ask? Buster is a fluffy black and white rabbit that Ms. Chin keeps in her classroom. Ms. Chin teaches science, and she brought Buster to school for her students to study. If students want to play with Buster or hold him or feed him, they have to come to Ms. Chin's classroom during lunchtime.

So Kim was on her way to see Buster. She had never fed a rabbit before, and she wanted to see Buster before the other children did.

- Where was Kim going?
 - ☒ to a classroom
 - ☐ to the pet store
 - ☐ to the lunchroom
- Who is Buster?
 - ☐ a friend of Kim's
 - ☐ Kim's pet rabbit
 - ☒ Ms. Chin's rabbit
- What did Kim want to do?
 - ☐ eat lunch
 - ☒ feed Buster
 - ☐ play outside

00382890, 00382892, 00382894

Grades Three Through Five — Speaking

ORAL VOCABULARY

ELD Standard:

Begin to speak a few words or sentences by using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases).

Scoring:

This question was scored as Correct, Incorrect, or No Response.

Student Performance:

The table below shows how students performed in the 2004–05 administration.

| Overall Performance Level on the CELDT | % Scored Correctly |
|--|--------------------|
| Beginning | 24 |
| Early Intermediate | 50 |
| Intermediate | 69 |
| Early Advanced | 85 |
| Advanced | 96 |

SAY *What is this?*



[Correct answer: Pear]

00383123

SPEECH FUNCTIONS

ELD Standard:

Orally communicate basic needs (e.g., “May I get a drink of water?”).

Scoring:

This question was scored using the “Speech Functions” rubric (0–2) found in Appendix A.

Student Performance:

The table below shows how students performed in the 2003–04 administration.

| Overall Performance Level on the CELDT | Average Score Based on Rubric |
|--|-------------------------------|
| Beginning | 0.8 |
| Early Intermediate | 1.7 |
| Intermediate | 2.0 |
| Early Advanced | 2.0 |
| Advanced | 2.0 |

SAY You are drawing a picture. You want to borrow a blue marker from your friend. What would you say to your friend?

[The function is borrowing. The student might say, “Can I borrow your marker?” or “Is it OK if I use your marker?”]

00383137

Grades Three Through Five — Speaking

4-PICTURE NARRATIVE

ELD Standard:

Retell stories in greater detail including the characters, setting, and plot.

Scoring:

This question was scored using the “4-Picture Narrative” rubric (0–4) found in Appendix A.

Student Performance:

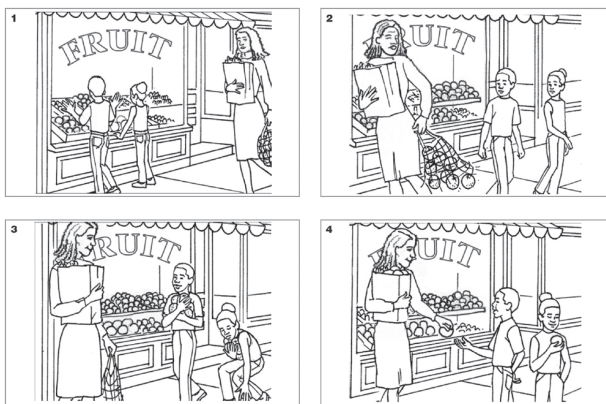
The table below shows how students performed in the 2004–05 administration.

| Overall Performance Level on the CELDT | Average Score Based on Rubric |
|--|-------------------------------|
| Beginning | 1.2 |
| Early Intermediate | 2.4 |
| Intermediate | 2.8 |
| Early Advanced | 3.2 |
| Advanced | 3.6 |

SAY *I am going to show you four pictures. Look at all the pictures. They tell a story.*

Pause to give students time to look at the pictures.

SAY *I will start the story for you. One day, Molly and John were in front of a fruit stand. Tell me what happened.*



00383178

Sample Student Responses:

| Score | Scoring Rationale | Sample Responses |
|-------|---|---|
| 0 | <ul style="list-style-type: none"> No response [NR]. Spoken in another language [HL]. Unintelligible. Response consists entirely of “I don’t know” or “I forget.” Student attempts to tell a story based on the pictures, but does not construct a coherent narrative. | |
| 1 | <ul style="list-style-type: none"> Response displays a very limited range of vocabulary. The student’s speech is often halting or impeded. Response includes numerous grammatical errors that interfere with communication. Student’s speech is generally difficult to understand. Pronunciation often interferes with communication. | <p><i>To store. Boy an girl like [HL]. An a woman he . . . [HL].</i></p> <p><i>The boy want some. And the girl. And she . . . a lady gived him. And . . . [HL].</i></p> |

| Score | Scoring Rationale | Sample Responses |
|-------|--|--|
| 2 | <ul style="list-style-type: none"> Story is based on pictures but does not clearly express some major event. Response displays some of the necessary vocabulary, but the student often cannot find the right word. Response shows control of basic grammatical structures but includes numerous errors, some of which interfere with communication. Student's speech is sometimes difficult to understand. Pronunciation sometimes interferes with communication. | <p><i>They want fruit. What's their name? They help the lady. Pick up fruit. She say "Thank you!" She give fruit on the boy and girl.</i></p> <hr/> <p><i>It's two . . . kids. Have hungry for fruit. And he drop fruit. The kids the . . . pick up. And he give them fruit.</i></p> |
| 3 | <ul style="list-style-type: none"> Story is coherent and includes explanation of major events, but does not provide much elaboration (e.g., explanations of details and context). Vocabulary resources are generally adequate to perform the task. The student sometimes cannot find the right word. Response is generally adequate grammatically. Errors rarely interfere with communication. Student may have an accent and/or make some errors in pronunciation, but pronunciation is generally accurate and usually does not interfere with communication. | <p><i>There was a lady who bought some food from the grocery store and Molly and John was looking at the food at the store and when the lady was walking. There was a hole in the fruit basket. Then Molly and John helped her pick up the food and gave it back to her. Then she gave one to each of them.</i></p> <hr/> <p><i>Well, two kids helped a lady pick up fruits that she drops on the ground. She dropped it because her bag is broken. The kids are nice kids. And they like the fruits. And she gave them fruits because they help her.</i></p> |
| 4 | <ul style="list-style-type: none"> Story is coherent and effective, including explanation of major events, with appropriate elaboration (e.g., explanations of details and context). Contains more complex sentence structure. Vocabulary resources are well developed. The student can almost always find the appropriate word. Uses precise word choice. Response displays few grammatical errors and contains varied grammatical and syntactical structures. Any errors are minor (e.g., difficulty with articles or prepositions) and do not interfere with communication. Student may have an accent, but both pronunciation and intonation are generally accurate and do not interfere with communication. | <p><i>Molly and John are looking at fruit in a store—in a window. I think they're hungry. But they got no money. And this lady comes from the store with a hole in her bag and drops fruit. So Molly and John—they pick up the fruit that fell out . . . from the lady's shopping bag. To help her. And they give the fruit to her. So, since they help her, the lady says Molly to—can keep a fruit. And she gives one to the boy too. I think it's oranges.</i></p> <hr/> <p><i>Okay, the kids are looking in the window 'cause they'd like to eat something . . . to eat some fruit. So they see a lady walking with her groceries and she drops stuff 'cause her bag has a hole . . . 'cause her bag breaks and fruit falls on the ground. So the kids pick up all the stuff she drops. Then she asks "Would you like some fruit?" And they say, "Yes please." So she gives fruit to them.</i></p> |

Grades Three Through Five — Reading

WORD ANALYSIS

ELD Standard:

Recognize common English morphemes in phrases and simple sentences (e.g., basic syllabication rules and phonics).

Scoring:

This question was scored as Correct, Incorrect, or No Response.

Student Performance:

The table below shows how students performed in the 2004–05 administration.

| Overall Performance Level on the CELDT | % Scored Correctly |
|--|--------------------|
| Beginning | 30 |
| Early Intermediate | 56 |
| Intermediate | 79 |
| Early Advanced | 90 |
| Advanced | 95 |

DIRECTIONS Choose the BEST answer.

Which of these words has three syllables?

- ☐ children
- ☐ flower
- ☒ holiday
- ☐ yellow

00241162

FLUENCY AND VOCABULARY

ELD Standard:

Use decoding skills and knowledge of academic and social vocabulary to achieve independent reading.

Scoring:

This question was scored as Correct, Incorrect, or No Response.

Student Performance:

The table below shows how students performed in the 2004–05 administration.

| Overall Performance Level on the CELDT | % Scored Correctly |
|--|--------------------|
| Beginning | 30 |
| Early Intermediate | 39 |
| Intermediate | 52 |
| Early Advanced | 61 |
| Advanced | 69 |

DIRECTIONS Choose the word that means the same as the underlined word in the sentence.

Can you recall your last visit to a museum?

- ☐ explain
- ☐ describe
- ☐ forget
- ☒ remember

00354170

Grades Three Through Five — Reading

COMPREHENSION

ELD Standard:

Question 1: Orally identify different characters and settings in simple literary texts using words or phrases.

Question 2: Orally identify the main events of the plot using simple sentences.

Question 3: Use resources in the text (such as ideas, illustrations, titles, etc.) to draw conclusions and make inferences.

Scoring:

These questions were scored as Correct, Incorrect, or No Response.

Student Performance:

The table below shows how students performed in the 2004–05 administration.

Question 1:

| Overall Performance Level on the CELDT | % Scored Correctly |
|--|--------------------|
| Beginning | 35 |
| Early Intermediate | 67 |
| Intermediate | 87 |
| Early Advanced | 94 |
| Advanced | 96 |

Question 2:

| Overall Performance Level on the CELDT | % Scored Correctly |
|--|--------------------|
| Beginning | 31 |
| Early Intermediate | 47 |
| Intermediate | 74 |
| Early Advanced | 90 |
| Advanced | 96 |

Question 3:

| Overall Performance Level on the CELDT | % Scored Correctly |
|--|--------------------|
| Beginning | 21 |
| Early Intermediate | 32 |
| Intermediate | 48 |
| Early Advanced | 65 |
| Advanced | 79 |

DIRECTIONS Read this story. Then do Numbers 1 through 3.

Teresa's Visit

Teresa had never visited a farm before. When she got off the school bus with her class, she was as curious as a kitten. The first thing she noticed was the smell. It didn't smell anything like the city. The smells of clean hay mixed with the smells of sheep wool and goat hair. Teresa heard the horse in the barn. She heard the rooster crowing near the fence. Teresa thought the farm was the most wonderful place in the world. She closed her eyes to remember all the smells and sounds. She wanted to tell her mother all the details when she got home. "Teresa," her teacher called. It was time to join the others at the barn.



- Where does this story take place?
 - ☒ on a farm
 - ☐ in a city
 - ☐ on a bus
 - ☐ at a school
- After arriving at the farm, the first thing Teresa noticed was the
 - ☐ rooster.
 - ☐ horse.
 - ☒ smell.
 - ☐ sounds.
- Teresa was as "curious as a kitten." This means she wanted to
 - ☒ see everything.
 - ☐ be very careful.
 - ☐ play with the animals.
 - ☐ stay near the teacher.

00241097, 00241099, 00241101

Grades Three Through Five — Writing

GRAMMAR AND STRUCTURE

ELD Standard:

Use correct parts of speech, including correct subject/verb agreement.

Scoring:

This question was scored as Correct, Incorrect, or No Response.

Student Performance:

The table below shows how students performed in the 2004–05 administration.

| Overall Performance Level on the CELDT | % Scored Correctly |
|--|--------------------|
| Beginning | 50 |
| Early Intermediate | 78 |
| Intermediate | 91 |
| Early Advanced | 95 |
| Advanced | 97 |

DIRECTIONS Choose the word that **BEST** completes the sentence.

_____ is your teacher?

- ☒ Who
☐ Why
☐ Whose

00354212

SENTENCES

ELD Standard:

Write an increasing number of words and simple sentences appropriate for language arts and other content areas (e.g., math, science, history/social science).

Scoring:

This question was scored using the “Sentences” rubric (0–3) found in Appendix A.

Student Performance:

The table below shows how students performed in the 2004–05 administration.

| Overall Performance Level on the CELDT | Average Score Based on Rubric |
|--|-------------------------------|
| Beginning | 1.4 |
| Early Intermediate | 1.9 |
| Intermediate | 2.3 |
| Early Advanced | 2.5 |
| Advanced | 2.7 |

DIRECTIONS Write a sentence that describes what is happening in the picture.



00354232

Sample Student Responses:

| Score | Scoring Rationale | Sample Responses |
|-------|---|---|
| 0 | <p>No Communication: Subject or predicate is missing. The following characteristics may be seen as well.</p> <ul style="list-style-type: none"> • Content is not related to the prompt. • Response consists of single words or simple phrases and is not meaningful. • Grammar and syntax distort meaning. • Articles, possessives, prepositions, and plural endings are missing and/or incorrect. • Vocabulary is severely limited (random words with no indication of comprehension). • Spelling errors interfere with comprehensibility. • Punctuation and capitalization errors distort meaning. | |
| 1 | <p>Emerging Communication: Simple subject and a simple predicate are evident and in the correct word order. The following characteristics may be seen as well.</p> <ul style="list-style-type: none"> • Content is reasonably related to the prompt. • Response contains awkward clauses and/or non-standard wording that affect meaning. • Grammar and syntax contain errors that may interfere with meaning (errors in subject/verb agreement, incorrect verb form or tense, use of present participle without an auxiliary verb). • Articles, possessives, prepositions, and plural endings are often missing and/or incorrect. • Vocabulary is vague (primarily uses words such as “fun,” “nice,” “cool,” “good”). • Spelling errors make response difficult to comprehend, but at least one word is correctly spelled (other than “a,” “I,” or “the”). • Punctuation and/or capitalization errors may interfere with meaning. | <p><i>The grio is purig sam fis fur to the tanc. There eating.</i></p> <hr/> <p><i>A girl feeding her fishes.</i></p> <hr/> <p><i>the Girls the food fish his the fish the hous</i></p> |

| Score | Scoring Rationale | Sample Responses |
|-------|--|---|
| 2 | <p>Basic Communication: Subject and predicate are in the correct word order. The following characteristics may be seen as well.</p> <ul style="list-style-type: none"> • Content is clear and appropriate to the prompt. • Response is communicative but simple. • Grammar and syntax contain minor errors that do not interfere with meaning, but response is not written in Standard English (errors in subject/verb agreement, incorrect verb form or tense). • Articles, possessives, prepositions, and plural endings may be missing and/or incorrect. • Vocabulary adequately addresses the prompt; lacks complexity. • Spelling errors do not interfere with meaning. • Punctuation and/or capitalization have few errors that do not interfere with meaning. | <p><i>The gril is fiding her fish.</i></p> <hr/> <p><i>The girl is feeding his own fish.</i></p> <hr/> <p><i>The girl is giving Food to the fish</i></p> <hr/> <p><i>The Girl is ceveng food to The fishes.</i></p> <hr/> <p><i>She is feed the fish.</i></p> <hr/> <p><i>The gril is geving food to the fish.</i></p> <hr/> <p><i>The girl is feeb the fish.</i></p> <hr/> <p><i>The litel girl is going to fied the fishes.</i></p> |
| | <p>Fully Competent Communication: Subject and predicate have some syntactical complexity (multiple subjects/objects, use of infinitive or gerund as an object, compound/complex sentence structure, prepositional phrases, relative clauses). The following characteristics may be seen as well.</p> <ul style="list-style-type: none"> • Content is clear and appropriate to the prompt. • Response is written in Standard English. • Grammar and syntax contain no errors. • Articles, possessives, prepositions, and plural endings are correct. • Vocabulary is detailed and precise with descriptive adjectives and adverbs. • Spelling contains no errors. • Response may contain only one error in either capitalization at the beginning of the sentence or punctuation at the end of the sentence. May contain the following minor mechanical errors: missing periods after abbreviations, capitalization error in the middle of the sentence, extraneous or missing commas. | <p><i>The girl is feeding the fish.</i></p> <hr/> <p><i>The girl is giving food to the fish.</i></p> |
| | | |
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Grades Three Through Five — Writing

SHORT COMPOSITIONS

ELD Standard:

Write narratives that describe the setting, character, objects, and events.

Scoring:

This question was scored using the “Short Compositions” rubric (0–4) found in Appendix A.

Student Performance:

The table below shows how students performed in the 2004–05 administration.

| Overall Performance Level on the CELDT | Average Score Based on Rubric |
|--|-------------------------------|
| Beginning | 1.5 |
| Early Intermediate | 2.0 |
| Intermediate | 2.3 |
| Early Advanced | 2.6 |
| Advanced | 2.9 |

DIRECTIONS Look at the pictures. They tell a story. We have started the story for you. Read the beginning of the story and then finish writing the story.



Scott and Yumi

00354197

Sample Student Responses:

| Score | Scoring Rationale | Sample Responses |
|-------|--|------------------|
| 0 | <p>Non-scorable: A score of 0 (zero) should be assigned to ANY of the following:</p> <ul style="list-style-type: none"> No response; blank. Response is written entirely in another language. Response is unintelligible. Response is identical to a previous response. Response is illegible. Response merely copies the prompt. | |

| Score | Scoring Rationale | Sample Responses |
|-------|--|--|
| 0 | No Communication: | |
| | <ul style="list-style-type: none"> Content may or may not be related to the prompt. Response consists of a few isolated words with no comprehensible phrases. Subject and predicate may or may not be present. Grammar and syntax contain errors that distort meaning. Vocabulary is severely limited (student uses random words). Spelling and mechanics errors interfere with comprehensibility. | |
| 1 | Emerging Communication: | |
| | <ul style="list-style-type: none"> Content is somewhat related to the prompt. Response is mostly incomprehensible with some recognizable phrases. Subject or predicate may be recognizable. Grammar and syntax often interfere with meaning. Vocabulary is basic (in early stages of development; mostly basic). Spelling and mechanics errors make response difficult to comprehend, but at least one word is spelled correctly (other than "a," "I," or "the"). | <p><i>da boi und gres go lybry read book</i></p> <hr/> <p><i>Scatt and Yummy</i> <i>the Boy in da gro is end the liberir ay peiper ens</i> <i>do jer ay tacn da buk en da gro ienda boy is tocn</i> <i>in da peiper i da buk for da Buk is pas en da</i> <i>peiper en do penso.</i></p> <hr/> <p><i>The boy and girt to get a Books read gave Ms. Man.</i></p> <hr/> <p><i>Scott and Yumi witto The labr to guta bk to reh in</i> <i>Tte natin The mornetaw Tha hoth krt to Tha thr</i> <i>Thathr seb ok uoy beka bou to re her</i></p> |
| 2 | Developing Communication: | |
| | <ul style="list-style-type: none"> Content is clearly related to the prompt. Response is mostly comprehensible but may also contain fragments or run-ons. Subject and predicate are evident in at least one sentence with capitalization at the beginning of the sentence and punctuation at the end of the sentence. Grammar and syntax contain numerous errors, sometimes interfering with meaning. Vocabulary is vague or general (primarily uses words such as "fun," "nice," "cool," "good"). Spelling and mechanics errors may interfere with meaning. | <p><i>The boy and the girl were in the libary and talked to the man. the man said here are the books you want. the boy and the girl to see the books they find many books and read them.</i></p> <hr/> <p><i>the children wanted some book and thye cudn't fin it so they asked the man where is this book. There were alot of books. the boy looked at a paper and the girl picks up the book. the children read the books and write the story.</i></p> <hr/> <p><i>Scott and Yumi where go to the lbere to sheck book out. they went to ask the nem if they can sheck book out. and Yumi got a book to read it. and they maket a setes</i></p> |

| Score | Scoring Rationale | Sample Responses |
|-------|---|---|
| 3 | Competent Communication: <ul style="list-style-type: none"> Content reasonably addresses the prompt. Response is mostly comprehensible and recognizable as a paragraph; contains logical sequencing. Subject and predicate are in correct word order, as well as capitalization at the beginning of the sentence and punctuation at the end of the sentence. Response contains three or more complete simple or compound sentences, although there may be some fragments or run-ons. At least one sentence [two sentences for 3–5; three sentences for 6–12] contains a subject and predicate in correct word order, as well as capitalization at the beginning of the sentence and punctuation at the end of the sentence. Grammar and syntax contain few errors that occasionally interfere with meaning. Vocabulary adequately addresses the prompt. Spelling and capitalization errors occasionally interfere with meaning. | <p><i>The two kids had to do a report so they went to ask someone for help, they found a man and asked for help to find some books. They went to the library and looked for books and at first they culdn't find anything but then they found what they were looking for so they sat down together and wrote there report.</i></p> <hr/> <p><i>Scott and Yumi went into the library and ask the man for help to get the book they want, the man tell them where is it, so they went to the shelf and get the book, now they could do their work now.</i></p> <hr/> <p><i>Went to the library to do their home work. They asked the person if they can check out books To do their home works. and they did a lot of home works at the library.</i></p> <hr/> <p><i>Scott and Yumi found books in the library. Then they talked to a man to user some books to write thier book report. So then checked some books to do thier report. Then they used the books to write thier report.</i></p> |
| | Expressive Communication: <ul style="list-style-type: none"> Content fully addresses the prompt. Response is in paragraph form with sentences that support the topic sentence and may contain a concluding sentence. Response is written in Standard English and contains well-organized events or ideas as well as a few effective details and transitional devices. Subject and predicate are in correct word order, as well as capitalization at the beginning of the sentence and punctuation at the end of the sentence. Response contains at least three complete sentences, one or more of which is syntactically complex (multiple subjects/objects, use of infinitive or gerund as an object, compound/complex sentence structure, prepositional phrases, relative clauses). At least three sentences contain a subject and predicate in correct word order, as well as capitalization at the beginning of the sentence and punctuation at the end of the sentence. Grammar and syntax contain minimal errors that do not interfere with meaning. Vocabulary is precise and may include idioms or figurative language. Spelling and mechanics errors are minimal and do not interfere with meaning. | <p><i>Scott and Yumi went to the public library. They went to get a book. They needed to do a book report. They asked the man from the library to help them look for a book. The man told them. They got the books and started to write on a pease of paper. Then they were finished and put the books back in the shelves.</i></p> <hr/> <p><i>Went to the library to do a report. They asked the librarian if they could do their reports. The librarian said yes so they got the books they needed and started to do their reaserch.</i></p> <hr/> <p><i>Scott and Yumi went to the library to find some books for their bookreport. They told the librarian that they needed some books for some bookreports. The librarian told them the best place to go for some bookreports. They finally found some good books and started their big bookreport.</i></p> <hr/> <p><i>Scott and Yumi planned to go to the library to finish there report. Scott and Yumi asked a librarian for a book. So, then they look for the book. They foud the book. After that, they were going to finish their report after all!</i></p> |

Grades Six Through Eight — Listening

FOLLOWING ORAL DIRECTIONS

ELD Standard:

Restate and execute multiple-step oral directions.

Scoring:

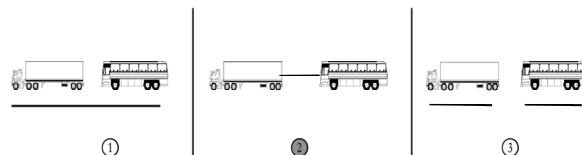
This question was scored Correct, Incorrect, or No Response

Student Performance:

The table below shows how students performed in the 2003–04 administration.

| Overall Performance Level on the CELDT | % Scored Correctly |
|--|--------------------|
| Beginning | 78 |
| Early Intermediate | 96 |
| Intermediate | 98 |
| Early Advanced | 99 |
| Advanced | 100 |

SAY Choose the picture that shows a line connecting the bus to the truck. Mark your answer.



00382942

TEACHER TALK

ELD Standard:

Listen attentively to stories and information and identify important details and concepts by using both verbal and nonverbal responses.

Scoring:

This question was scored as Correct, Incorrect, or No Response.

Student Performance:

The table below shows how students performed in the 2004–05 administration.

| Overall Performance Level on the CELDT | % Scored Correctly |
|--|--------------------|
| Beginning | 60 |
| Early Intermediate | 85 |
| Intermediate | 96 |
| Early Advanced | 99 |
| Advanced | 100 |

SAY A teacher tells the class: *Let's take a minute to talk about how we will turn in homework. Starting on Monday, I am not going to walk around each morning to collect your homework. Instead, you will drop your homework in the basket on my desk.*

What is the teacher talking about?

- ☒ the answers to a homework assignment
- ☐ a new way of turning in homework
- ☐ when a book report is due

00383010

Grades Six Through Eight — Listening

EXTENDED LISTENING COMPREHENSION

ELD Standard:

Listen attentively to stories and information and identify important details and concepts by using both verbal and non-verbal responses. (This standard applies to all three questions.)

Scoring:

These questions were scored as Correct, Incorrect, or No Response.

Student Performance:

The table below shows how students performed in the 2004–05 administration.

Question 1:

| Overall Performance Level on the CELDT | % Scored Correctly |
|--|--------------------|
| Beginning | 47 |
| Early Intermediate | 85 |
| Intermediate | 98 |
| Early Advanced | 99 |
| Advanced | 100 |

Question 2:

| Overall Performance Level on the CELDT | % Scored Correctly |
|--|--------------------|
| Beginning | 32 |
| Early Intermediate | 52 |
| Intermediate | 77 |
| Early Advanced | 92 |
| Advanced | 98 |

Question 3:

| Overall Performance Level on the CELDT | % Scored Correctly |
|--|--------------------|
| Beginning | 49 |
| Early Intermediate | 81 |
| Intermediate | 94 |
| Early Advanced | 98 |
| Advanced | 100 |

DIRECTIONS Listen to the passage. Then do numbers 1 through 3.

SAY Look at the next page. Now you will hear a story about two friends named

Kate and Tom. Look at me while I read to you. Listen carefully.

One day, Kate and Tom were having lunch in the cafeteria when she asked him a question.

“So, Tom,” she said, “are you going to enter the poster contest?”

“What poster contest?” asked Tom.

“It’s for the library,” Kate explained.

“National Library Week is coming up, and they’re planning lots of different activities. For the contest, you have to draw a poster that shows how reading is fun.”

“What are the contest rules?” Tom asked.

“Well,” said Kate, “somewhere on the poster, it has to say the words ‘Let’s read,’ but the rest of it can be a drawing or whatever you want.”

“Well,” said Tom, “maybe I could do it.”

“Oh, you really should,” said Kate. “You can draw so well. And besides, there’s a prize.”

“Really?” said Tom with interest.

“If you win, you get a twenty-five dollar gift card to Humphry’s Book and Game store. It’s worth twenty-five dollars, and you can use it to buy whatever you want from the store.”

“OK, I’ll try it,” said Tom.

“There’s only one problem now,” said Kate. “You’re such a good artist. If you enter, it’ll be a lot harder for me to win!”

(continued on next page)

Grades Six Through Eight — Listening

EXTENDED LISTENING COMPREHENSION (CONTINUED)

Now I will read some questions, and you will answer the questions. You may read silently as I read aloud.

1. What were the students talking about?
 - ☐ buying a book
 - ☐ going to the library
 - ☒ entering a contest
2. What do the students need to show in their posters?
 - ☒ that reading is fun
 - ☐ that the certificate is worth twenty-five dollars
 - ☐ that Humphry's sells books and games
3. What did Kate say Tom is good at?
 - ☐ telling jokes
 - ☒ drawing pictures
 - ☐ playing games

00382978, 00382980, 00382982

Grades Six Through Eight — Speaking

ORAL VOCABULARY

ELD Standard:

Begin to speak with a few words or sentences by using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases).

Scoring:

This question was scored as Correct, Incorrect, or No Response.

Student Performance:

The table below shows how students performed in the 2004–05 administration.

| Overall Performance Level on the CELDT | % Scored Correctly |
|--|--------------------|
| Beginning | 3 |
| Early Intermediate | 7 |
| Intermediate | 14 |
| Early Advanced | 27 |
| Advanced | 58 |

SAY *Now I'm going to say some words, and I want you to say the opposite.*

SAY *careful*

[Possible answers: careless, dangerous, risky]

00383229

CHOOSE AND GIVE REASONS

ELD Standard:

Ask and answer questions by using simple sentences or phrases.

Scoring:

This question was scored using the “Choose and Give Reasons” rubric (0–2) found in Appendix A.

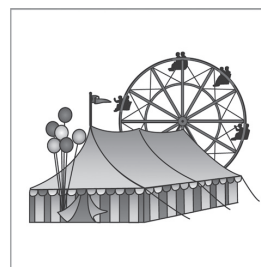
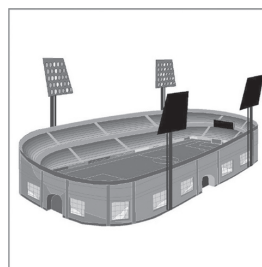
Student Performance:

The table below shows how students performed in the 2004–05 administration.

| Overall Performance Level on the CELDT | Average Score Based on Rubric |
|--|-------------------------------|
| Beginning | 0.6 |
| Early Intermediate | 1.6 |
| Intermediate | 1.8 |
| Early Advanced | 1.9 |
| Advanced | 2.0 |

SAY Suppose that you can go to either a sports event or an amusement park. Which would you choose?

SAY Tell me why. Give me at least two reasons.



00383211

Sample Student Responses:

| Score | Scoring Rationale | Sample Responses |
|-------|--|---|
| 0 | <ul style="list-style-type: none"> Student does not make a choice or does not support the choice with a relevant reason. No response [NR]. Response is entirely in another language [HL]. | [Student points to picture, but does not say anything.] |
| 1 | <ul style="list-style-type: none"> Student makes choice and supports choice with at least one relevant reason. Errors in grammar, vocabulary, and/or pronunciation are significant enough to interfere with communication. | <i>I going to park. It exciting.</i> |
| 2 | <ul style="list-style-type: none"> Student makes choice and supports it with at least two relevant reasons. Speech is generally accurate (i.e., minor grammatical, vocabulary, and/or pronunciation errors may occur, but they do not affect communication). | <p><i>A sport event.</i> <i>I would like to go the [stadium] because I like to play sports or see how people's playing soccer or football, and I choose this one because I like to play sports or wash the sports.</i></p> <p><i>Sports event.</i> <i>It is interesting. I like sport . . .</i></p> |

Grades Six Through Eight — Speaking

4-PICTURE NARRATIVE

ELD Standard:

Retell stories in greater detail by including the characters, setting, and plot.

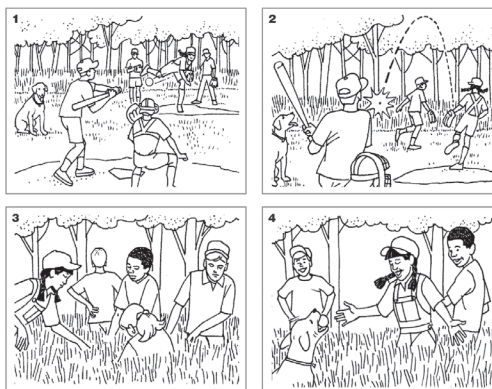
Scoring:

This question was scored using the “4-Picture Narrative” rubric (0–4) found in Appendix A.

Student Performance:

The table below shows how students performed in the 2004–05 administration.

| Overall Performance Level on the CELDT | Average Score Based on Rubric |
|--|-------------------------------|
| Beginning | 0.9 |
| Early Intermediate | 2.5 |
| Intermediate | 3.0 |
| Early Advanced | 3.2 |
| Advanced | 3.7 |



SAY *I will start the story for you. Yesterday, Maria and a group of friends played baseball. Tell me what happened.*

00383241

Sample Student Responses:

| Score | Scoring Rationale | Sample Responses |
|-------|---|--|
| 0 | <ul style="list-style-type: none"> No response [NR]. Spoken in another language [HL]. Unintelligible. Response consists entirely of “I don’t know” or “I forget.” | |
| 1 | <ul style="list-style-type: none"> Student attempts to tell a story based on the pictures but does not construct a coherent narrative. Response displays a very limited range of vocabulary. The student’s speech is often halting or impeded. Response includes numerous grammatical errors that interfere with communication. Student’s speech is generally difficult to understand. Pronunciation often interferes with communication. | <p><i>They play. Then the ball . . . And a dog . . . the ball.</i></p> <hr/> <p><i>Maria . . . the baseball. And the baseball . . . [HL]. So . . . dog [HL].</i></p> <hr/> <p><i>Where is ball? Dog is ball.</i></p> |

| Score | Scoring Rationale | Sample Responses |
|-------|--|--|
| 2 | <ul style="list-style-type: none"> Story is based on pictures but does not clearly express some major event. Response displays some of the necessary vocabulary, but the student often cannot find the right word. Response shows control of basic grammatical structures but includes numerous errors, some of which interfere with communication. Student's speech is sometimes difficult to understand. Pronunciation sometimes interferes with communication. | <p><i>Dog is watching children play baseball. Baseball . . . she hit it . . . some trees and . . . And dog is bring baseball in her teeth.</i></p> <hr/> <p><i>The baseball . . . can't find it. Hey, can you find it? They can't find it. This one, a dog, finds it. Hey, here is the baseball!</i></p> |
| 3 | <ul style="list-style-type: none"> Story is coherent and includes explanation of major events, but does not provide much elaboration (e.g., explanations of details and context). Vocabulary resources are generally adequate to perform the task. The student sometimes cannot find the right word. Response is generally adequate grammatically. Errors rarely interfere with communication. Student may have an accent and/or make some errors in pronunciation, but pronunciation is generally accurate and usually does not interfere with communication. | <p><i>When they were playing baseball, one boy hit the ball very hard. Then they were looking for the ball but they couldn't find it. And they had a dog and the dog found the ball. And then the children were happy.</i></p> <hr/> <p><i>So, they's playing baseball, and the girl throws the baseball and the boy hits it. And the baseball is lost. Then after they looked they could not find the baseball, and the dog found it.</i></p> |
| 4 | <ul style="list-style-type: none"> Story is coherent and effective, including explanation of major events, with appropriate elaboration (e.g., explanations of details and context). Contains more complex sentence structure. Vocabulary resources are well developed. The student can almost always find the appropriate word. Uses precise word choice. Response displays few grammatical errors and contains varied grammatical and syntactical structures. Any errors are minor (e.g., difficulty with articles or prepositions) and do not interfere with communication. Student may have an accent, but both pronunciation and intonation are generally accurate and do not interfere with communication. | <p><i>Maria was the pitcher in the game. She pitches the ball to a boy and he hits it very far. So no one can catch the ball when he hits it. The baseball went so far it was in some grass where they couldn't see it. So all the kids started to look for the ball but they couldn't find it. But then Maria's dog found the ball, and all the kids laughed. Now they can play baseball again.</i></p> <hr/> <p><i>Well the kids are playing baseball. They have a dog. The dog was watching the children play. And one kid bats the ball and it goes so far it's a homerun. But then the kids can't find the ball. They're all looking for the ball in the grass. They need the baseball to play the game. But they can't find it, and suddenly the dog finds it, and they are . . . "Yes! The dog found the ball!"</i></p> |

Grades Six Through Eight — Reading

WORD ANALYSIS

ELD Standard:

Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas.

Scoring:

This question was scored as Correct, Incorrect, or No Response.

Student Performance:

The table below shows how students performed in the 2004–05 administration.

| Overall Performance Level on the CELDT | % Scored Correctly |
|--|--------------------|
| Beginning | 37 |
| Early Intermediate | 42 |
| Intermediate | 51 |
| Early Advanced | 64 |
| Advanced | 78 |

Which of the following is the root of chewable?

- ☐ ch
☐ able
☒ chew
☐ chewy

00241407

FLUENCY AND VOCABULARY

ELD Standard:

Use decoding skills and knowledge of both academic and social vocabulary to read independently.

Scoring:

This question was scored as Correct, Incorrect, or No Response.

Student Performance:

The table below shows how students performed in the 2004–05 administration.

| Overall Performance Level on the CELDT | % Scored Correctly |
|--|--------------------|
| Beginning | 27 |
| Early Intermediate | 30 |
| Intermediate | 44 |
| Early Advanced | 64 |
| Advanced | 79 |

DIRECTIONS Choose the word that means the same as the underlined word in the sentence.

They worked very hard and succeeded.

- ☒ won
☐ slept
☐ failed
☐ collapsed

00354612

Grades Six Through Eight — Reading

COMPREHENSION

ELD Standard:

Read text and use detailed sentences to explain orally the main idea and details of informational text, literary text, and text in content areas.

Scoring:

These questions were scored as Correct, Incorrect, or No Response.

Student Performance:

The table below shows how students performed in the 2004–05 administration.

Question 1:

| Overall Performance Level on the CELDT | % Scored Correctly |
|--|--------------------|
| Beginning | 26 |
| Early Intermediate | 42 |
| Intermediate | 60 |
| Early Advanced | 73 |
| Advanced | 81 |

Question 2:

| Overall Performance Level on the CELDT | % Scored Correctly |
|--|--------------------|
| Beginning | 27 |
| Early Intermediate | 30 |
| Intermediate | 44 |
| Early Advanced | 64 |
| Advanced | 78 |

Question 3:

| Overall Performance Level on the CELDT | % Scored Correctly |
|--|--------------------|
| Beginning | 36 |
| Early Intermediate | 51 |
| Intermediate | 75 |
| Early Advanced | 90 |
| Advanced | 96 |

DIRECTIONS Read this passage. Then do Numbers 1 through 3.



My Favorite Artist

Diego Rivera is my favorite artist. Rivera, who grew up in Mexico and started to paint as a young boy, painted scenes of the struggles and daily life of the village people. His paintings reflected his political views.

At age 21, Rivera traveled to Europe to study the paintings of famous artists who lived before him. He also wanted to paint with other young artists, like the modern Spanish painter Pablo Picasso. When he returned from his studies in Europe, he applied his new knowledge to his work.

Today, Diego Rivera is famous for his colorful paintings of Mexican village life, as well as for his enormous murals. Rivera had learned about mural painting while he was in Italy. Some of his most famous murals are painted on the walls of many important buildings in Mexico and all over the world.

- This passage is MOSTLY about Diego Rivera's
 - ☒ work as a painter.
 - ☐ village paintings.
 - ☐ trip to Europe.
 - ☐ murals in Mexico.
- Rivera applied new knowledge to his work when he
 - ☐ left Mexico.
 - ☒ returned from Europe.
 - ☐ was a young boy.
 - ☐ arrived in Europe.
- Rivera went to Europe to
 - ☐ teach other artists.
 - ☐ sell his colorful paintings.
 - ☐ become a friend of Pablo Picasso.
 - ☒ study the paintings of famous artists.

00241540, 00241542, 00241544

Grades Six Through Eight — Writing

GRAMMAR AND STRUCTURE

ELD Standard:

Revise writing for appropriate word choice, organization, consistent point of view, and transitions, with some variation in grammatical forms and spelling.

Scoring:

This question was scored as Correct, Incorrect, or No Response.

Student Performance:

The table below shows how students performed in the 2004–05 administration.

| Overall Performance Level on the CELDT | % Scored Correctly |
|--|--------------------|
| Beginning | 32 |
| Early Intermediate | 65 |
| Intermediate | 93 |
| Early Advanced | 98 |
| Advanced | 99 |

Choose the word that **BEST** completes the sentence.

Last night the stars ____ very bright.

- ☐ are
☐ be
☒ were

00354657

SENTENCES

ELD Standard:

Write an increasing number of words and simple sentences appropriate for language arts and other content areas (e.g., math, science, history-social science).

Scoring:

This question was scored using the “Sentences” rubric (0–3) found in Appendix A.

Student Performance:

The table below shows how students performed in the 2004–05 administration.

| Overall Performance Level on the CELDT | Average Score Based on Rubric |
|--|-------------------------------|
| Beginning | 1.6 |
| Early Intermediate | 2.1 |
| Intermediate | 2.4 |
| Early Advanced | 2.5 |
| Advanced | 2.7 |

DIRECTIONS Write a sentence that describes what is happening in the picture.



00354711

Sample Student Responses:

| Score | Scoring Rationale | Sample Responses |
|-------|---|--|
| 0 | <p>No Communication: Subject or predicate is missing. The following characteristics may be seen as well.</p> <ul style="list-style-type: none"> • Content is not related to the prompt. • Response consists of single words or simple phrases and is not meaningful. • Grammar and syntax distort meaning. • Articles, possessives, prepositions, and plural endings are missing and/or incorrect. • Vocabulary is severely limited (random words with no indication of comprehension). • Spelling errors interfere with comprehensibility. • Punctuation and capitalization errors distort meaning. | |
| 1 | <p>Emerging Communication: Simple subject and a simple predicate are evident and in the correct word order. The following characteristics may be seen as well.</p> <ul style="list-style-type: none"> • Content is reasonably related to the prompt. • Response contains awkward clauses and/or non-standard wording that affect meaning. • Grammar and syntax contain errors that may interfere with meaning (errors in subject/verb agreement, incorrect verb form or tense, use of present participle without an auxiliary verb). • Articles, possessives, prepositions, and plural endings are often missing and/or incorrect. • Vocabulary is vague (primarily uses words such as “fun,” “nice,” “cool,” “good”). • Spelling errors make response difficult to comprehend, but at least one word is correctly spelled (other than “a,” “I,” or “the”). • Punctuation and/or capitalization errors may interfere with meaning. | <p><i>The pizza cooking its macking a pizza at his job.</i></p> <hr/> <p><i>A boy making a pizza with all his ingrediants and his oven.</i></p> <hr/> <p><i>The meat is duin the pizza wet the hens</i></p> <hr/> <p><i>The men is to the one Pizza.</i></p> |

| Score | Scoring Rationale | Sample Responses | |
|-------|---|--|--|
| 2 | <p>Basic Communication: Subject and predicate are in the correct word order. The following characteristics may be seen as well.</p> <ul style="list-style-type: none"> • Content is clear and appropriate to the prompt. • Response is communicative but simple. • Grammar and syntax contain minor errors that do not interfere with meaning, but response is not written in Standard English (errors in subject/verb agreement, incorrect verb form or tense). • Articles, possessives, prepositions, and plural endings may be missing and/or incorrect. • Vocabulary adequately addresses the prompt; lacks complexity. • Spelling errors do not interfere with meaning. • Punctuation and/or capitalization have few errors that do not interfere with meaning. | <p><i>The men is maken pizza.</i></p> <hr/> <p><i>The man is about to cook a pizza with chesse, salse, Pepporony, and mushrum.</i></p> <hr/> <p><i>The men is doing pizza.</i></p> <hr/> <p><i>A Cheif is Doing Dough Doing Pizza.</i></p> <hr/> <p><i>the man is doing a- Pizza</i></p> <hr/> <p><i>Ther is this men doing a big pizza on a table.</i></p> <hr/> <p><i>the men is making a Pizza weth lats of tapping.</i></p> | |
| | 3 | <p>Fully Competent Communication: Subject and predicate have some syntactical complexity (multiple subjects/objects, use of infinitive or gerund as an object, compound/complex sentence structure, prepositional phrases, relative clauses). The following characteristics may be seen as well.</p> <ul style="list-style-type: none"> • Content is clear and appropriate to the prompt. • Response is written in Standard English. • Grammar and syntax contain no errors. • Articles, possessives, prepositions, and plural endings are correct. • Vocabulary is detailed and precise with descriptive adjectives and adverbs. • Spelling contains no errors. • Response may contain only one error in either capitalization at the beginning of the sentence or punctuation at the end of the sentence. May contain the following minor mechanical errors: missing periods after abbreviations, capitalization error in the middle of the sentence, extraneous or missing commas. | <p><i>The baker is making a pizza for somebody to eat.</i></p> <hr/> <p><i>The boy is cooking a pizza.</i></p> <hr/> <p><i>The man is making the crust for the pizza.</i></p> <hr/> <p><i>The baker is making a pizza.</i></p> <hr/> <p><i>The man is preparing a pizza.</i></p> |

Grades Six Through Eight — Writing

SHORT COMPOSITIONS

ELD Standard:

Write expository compositions such as descriptions, comparison and contrast, and problem and solution, that include a main idea and some details in simple sentences.

DIRECTIONS Write about the given topic.

In one paragraph, describe your greatest adventure.

00354693

Scoring:

This question was scored using the “Short Compositions” rubric (0–3) found in Appendix A.

Student Performance:

The table below shows how students performed in the 2004–05 administration.

| Overall Performance Level on the CELDT | Average Score Based on Rubric |
|--|-------------------------------|
| Beginning | 1.6 |
| Early Intermediate | 2.0 |
| Intermediate | 2.4 |
| Early Advanced | 2.7 |
| Advanced | 3.0 |

Sample Student Responses:

| Score | Scoring Rationale | Sample Responses |
|-------|--|------------------|
| 0 | <p>Non-scorable: A score of 0 (zero) should be assigned to ANY of the following:</p> <ul style="list-style-type: none"> No response; blank. Response is written entirely in another language. Response is unintelligible. Response is identical to a previous response. Response is illegible. Response merely copies the prompt. | |

| Score | Scoring Rationale | Sample Responses |
|-------|---|---|
| 0 | No Communication: <ul style="list-style-type: none"> Content may or may not be related to the prompt. Response consists of a few isolated words with no comprehensible phrases. | |
| | <ul style="list-style-type: none"> Subject and predicate may or may not be present. Grammar and syntax contain errors that distort meaning. Vocabulary is severely limited (student uses random words). Spelling and mechanics errors interfere with comprehensibility. | |
| 1 | Emerging Communication: <ul style="list-style-type: none"> Content is somewhat related to the prompt. Response is mostly incomprehensible with some recognizable phrases. Subject or predicate may be recognizable. Grammar and syntax often interfere with meaning. Vocabulary is basic (in early stages of development; mostly basic). Spelling and mechanics errors make response difficult to comprehend, but at least one word is spelled correctly (other than "a," "I," or "the"). | <p><i>My in vanh was in sursn camp. We wen to hice in the woes. It was not scare. we bo a game. nobote wie it was a tie. I haed to clen up so bea a gril. I cle up mosa grw the pese it was cool.</i></p> <hr/> <p><i>My greatest adventure was wen I wasin Las Vaglest my mom and went to see a show about people how dassed a played a lot of trackes and a men on a eleght and dessing on it will it was moving in socles and she had a funy hate and my bady sister and me bothers and sisters were happy to see the lady in a funy hat.</i></p> <hr/> <p><i>I wet to Skeborin end I Sod this animal the luck lage a boog end a meg a trie house wet my Frend</i></p> |
| 2 | Developing Communication: <ul style="list-style-type: none"> Content is clearly related to the prompt. Response is mostly comprehensible but may also contain fragments or run-ons. Subject and predicate are evident in at least one sentence with capitalization at the beginning of the sentence and punctuation at the end of the sentence. Grammar and syntax contain numerous errors, sometimes interfering with meaning. Vocabulary is vague or general (primarily uses words such as "fun," "nice," "cool," "good"). Spelling and mechanics errors may interfere with meaning. | <p><i>My greatest adventure is when I go to isla Mujeres a island in Cancun, Mexico, is when I swin with a shark and I have a photo when I am swimming with the shark it was scary.</i></p> <hr/> <p><i>My great adventure is go to see moves with cousin's and fiends to have some fun.</i></p> <hr/> <p><i>The greatest adventure is when I when campping. I went campping in big bear with my dad. At night I look up at the sky see the star and I'll go to sleep. When I woked up I saw a bear and I jump in my car. I'll home went in car, that's why it was the greatest adventure ever.</i></p> |

| Score | Scoring Rationale | Sample Responses |
|-------|---|--|
| 3 | Competent Communication: <ul style="list-style-type: none"> Content reasonably addresses the prompt. Response is mostly comprehensible and recognizable as a paragraph; contains logical sequencing. Subject and predicate are in correct word order, as well as capitalization at the beginning of the sentence and punctuation at the end of the sentence. Response contains three or more complete simple or compound sentences, although there may be some fragments or run-ons. At least one sentence [two sentences for 3–5; three sentences for 6–12] contains a subject and predicate in correct word order, as well as capitalization at the beginning of the sentence and punctuation at the end of the sentence. Grammar and syntax contain few errors that occasionally interfere with meaning. Vocabulary adequately addresses the prompt. Spelling and capitalization errors occasionally interfere with meaning. | <p><i>My greatest adventure was when I was going to Mexico. It was my greatest adventure because I was never on an airplane. I was also scared because of what was happening! I also watched a movie that was what I really liked. I didn't know what to do because it was my first time. When I arrived I almost got lost because I didn't know anything. Luckily my family found me and it was all over.</i></p> <hr/> <p><i>My Best Adventure</i> <i>I was eleven years old I was with my cousin and my friends We were walking down the alley and my neighbors dog came out we started running. The dog started chasing us. We jumped over the wall and then another dog was right there so we jumped back over. We climbed up a tree and then the dog left like 30 minutes later we saw the dog again we jumped into the dog's backyard and then we jumped into my backyard and the dog stayed on his. That was the best adventure ever.</i></p> |
| | Expressive Communication: <ul style="list-style-type: none"> Content fully addresses the prompt. Response is in paragraph form with sentences that support the topic sentence and may contain a concluding sentence. Response is written in Standard English and contains well-organized events or ideas as well as a few effective details and transitional devices. Subject and predicate are in correct word order, as well as capitalization at the beginning of the sentence and punctuation at the end of the sentence. Response contains at least three complete sentences, one or more of which is syntactically complex (multiple subjects/objects, use of infinitive or gerund as an object, compound/complex sentence structure, prepositional phrases, relative clauses). At least three sentences contain a subject and predicate in correct word order, as well as capitalization at the beginning of the sentence and punctuation at the end of the sentence. Grammar and syntax contain minimal errors that do not interfere with meaning. Vocabulary is precise and may include idioms or figurative language. Spelling and mechanics errors are minimal and do not interfere with meaning. | <p><i>My greatest adventure is when I went to the Mountains with my friends. We took food, mittens, jackets, sweats, shoes, tents, and alot more stuff. There was snow and we played.</i></p> <p><i>We made angels, snowmans and we even played snowball fight. Then we slide down the snow. When we got tired we went to eat and sleep for a little while.</i></p> <p><i>When we were leaving my friend Erika took a little bit of snow to her house but it all melted. We all had fun.</i></p> <hr/> <p><i>My greatest adventure was when I went to Illinois. We went camping and all of my cousins, my brother and two sisters were trying to see who could find the most fire flies or animals. We found frogs near a pond and fire flies surrounding our tent. We were having so much fun that we forgot it was the fourth of July. My uncle bought fireworks and we popped them. Finally, we had to leave because it started raining.</i></p> |

Grades Nine Through Twelve — Listening

FOLLOWING ORAL DIRECTIONS

ELD Standard:

Restate and execute multiple-step oral directions.

Scoring:

This question was scored Correct, Incorrect, or No Response

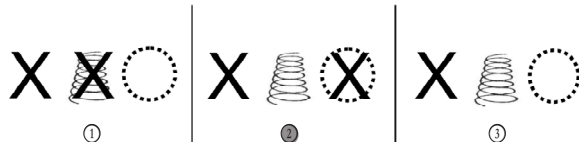
Student Performance:

The table below shows how students performed in the 2003–04 administration.

| Overall Performance Level on the CELDT | % Scored Correctly |
|--|--------------------|
| Beginning | 71 |
| Early Intermediate | 86 |
| Intermediate | 95 |
| Early Advanced | 99 |
| Advanced | 100 |

SAY Choose the picture that shows an “X” on the dotted circle. Mark your answer.

Pause.



00383084

TEACHER TALK

ELD Standard:

Listen attentively to stories and information and identify important details and concepts by using both verbal and nonverbal responses.

Scoring:

This question was scored as Correct, Incorrect, or No Response.

Student Performance:

The table below shows how students performed in the 2004–05 administration.

| Overall Performance Level on the CELDT | % Scored Correctly |
|--|--------------------|
| Beginning | 73 |
| Early Intermediate | 89 |
| Intermediate | 95 |
| Early Advanced | 98 |
| Advanced | 100 |

SAY A teacher tells the class: *Third period classes will not be held this morning because there's an all-school assembly at eleven o'clock. Report to your third period class at the normal time, and then your class will go to the school auditorium at eleven for the assembly.*

When will the assembly be held?

- ☐ 10:00 A.M.
- ☒ 11:00 A.M.
- ☐ 1:00 P.M.

00383092

Grades Nine Through Twelve — Listening

EXTENDED LISTENING COMPREHENSION

ELD Standard:

Listen attentively to stories and information and identify important details and concepts by using both verbal and nonverbal responses. (This standard applies to all three questions.)

Scoring:

These questions were scored as Correct, Incorrect, or No Response.

Student Performance:

The table below shows how students performed in the 2004–05 administration.

Question 1:

| Overall Performance Level on the CELDT | % Scored Correctly |
|--|--------------------|
| Beginning | 45 |
| Early Intermediate | 69 |
| Intermediate | 84 |
| Early Advanced | 94 |
| Advanced | 99 |

Question 2:

| Overall Performance Level on the CELDT | % Scored Correctly |
|--|--------------------|
| Beginning | 49 |
| Early Intermediate | 68 |
| Intermediate | 87 |
| Early Advanced | 95 |
| Advanced | 99 |

Question 3:

| Overall Performance Level on the CELDT | % Scored Correctly |
|--|--------------------|
| Beginning | 39 |
| Early Intermediate | 47 |
| Intermediate | 74 |
| Early Advanced | 92 |
| Advanced | 99 |

DIRECTIONS Listen to the passage. Then do numbers 1 through 3.

SAY *One day, Kimberly met her friend Joe in the school cafeteria.*

"Hi, Kimberly. What have you been doing recently," asked Joe.

"I've been looking everywhere for a job," Kimberly said. "But it's tough. I haven't found a thing."

"Did you know they put ads for jobs on the Internet now?" Joe asked.

"No," Kimberly said. "How does it work?"

"You fill out one application," Joe said. "Then you can send it online to anybody who's got a job listing. That's how I got my job at Molino's grocery store."

Kimberly was surprised. "Really? But I don't know if anyone would hire me," she said. "I tried filling out an application for a job at the video store down the street, but I don't have much experience except for baby-sitting, and of course I don't have my high school diploma yet."

Joe said, "You should mention the volunteer work you did at the hospital. That counts as experience."

"I also work in the school office sometimes. I guess that counts, too. Does it cost anything to apply online to those want ads?" Kimberly said.

"No," Joe said.

"All right," Kimberly said. "I'll go to the library tonight."

(continued on next page)

Grades Nine Through Twelve — Listening

EXTENDED LISTENING COMPREHENSION (CONTINUED)

1. What did Kimberly want to do?
 - ☒ find a job to earn money
 - ☐ sign up for volunteer work
 - ☐ place an ad in the newspaper
2. How did Joe find his job?
 - ☐ by going to several grocery stores
 - ☒ by applying on the Internet
 - ☐ by calling Mr. Molino
3. Why should Kimberly include her job at the hospital?
 - ☐ to impress Joe
 - ☒ to show work experience
 - ☐ to get a high school diploma

00383104, 00383106, 00383108

Grades Nine Through Twelve — Speaking

ORAL VOCABULARY

ELD Standard:

Begin to speak a few words or sentences by using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases).

Scoring:

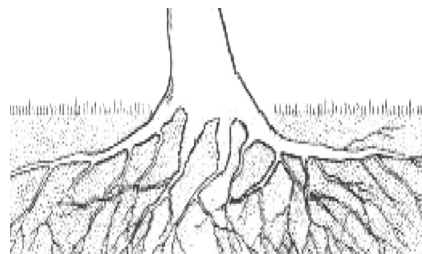
This question was scored as Correct, Incorrect, or No Response.

Student Performance:

The table below shows how students performed in the 2004–05 administration.

| Overall Performance Level on the CELDT | % Scored Correctly |
|--|--------------------|
| Beginning | 15 |
| Early Intermediate | 28 |
| Intermediate | 63 |
| Early Advanced | 90 |
| Advanced | 99 |

SAY *What is this?*



[Possible response: roots]

00383279

SPEECH FUNCTIONS

ELD Standard:

Orally communicate basic needs (e.g., “Do we have to _____?”).

Scoring:

This question was scored using the “Speech Functions” rubric (0–2) found in Appendix A.

Student Performance:

The table below shows how students performed in the 2003–04 administration.

| Overall Performance Level on the CELDT | Average Score Based on Rubric |
|--|-------------------------------|
| Beginning | 0.4 |
| Early Intermediate | 1.2 |
| Intermediate | 1.8 |
| Early Advanced | 1.9 |
| Advanced | 2.0 |

SAY *There is a new student at your school. You see the student in the hall and he or she looks lost. You want to offer to help the student. What would you say?*

[Possible responses: The function is offering help. The student might say, “Are you lost? Can I help you?” or “Do you need help finding something?”]

00383264

Grades Nine Through Twelve — Speaking

CHOOSE AND GIVE REASONS

ELD Standard:

Ask and answer questions by using phrases or simple sentences.

Scoring:

This question was scored using the “Choose and Give Reasons” (0–2) found rubric in Appendix A.

Student Performance:

The table below shows how students performed in the 2004–05 administration.

| Overall Performance Level on the CELDT | Average Score Based on Rubric |
|--|-------------------------------|
| Beginning | 0.5 |
| Early Intermediate | 1.3 |
| Intermediate | 1.8 |
| Early Advanced | 1.9 |
| Advanced | 2.0 |



SAY *I'm going to ask you a question, and I want to hear what you think.*

SAY *What would you rather do after school, baby-sit a young child or help someone with homework?*

[Wait for initial response: baby-sit or help with homework]

Tell me why. Give me at least two reasons.

[Possible responses: If a student gives a very short answer, ask the student what other reasons he or she has for making that choice.]

00437884

Grades Nine Through Twelve — Speaking

4-PICTURE NARRATIVE

ELD Standard:

Make oneself understood when speaking by using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation but may make random errors.

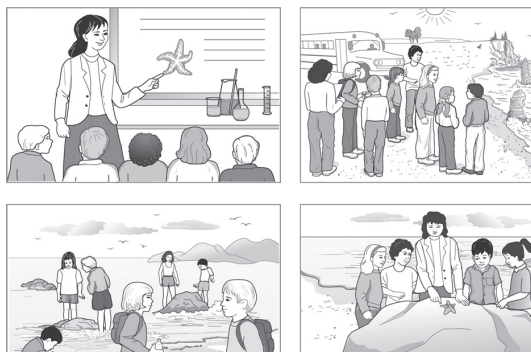
Scoring:

This question was scored using the “4-Picture Narrative” rubric (0–4) found in Appendix A.

Student Performance:

The table below shows how students performed in the 2004–05 administration.

| Overall Performance Level on the CELDT | Average Score Based on Rubric |
|--|-------------------------------|
| Beginning | 0.8 |
| Early Intermediate | 1.9 |
| Intermediate | 2.8 |
| Early Advanced | 3.3 |
| Advanced | 3.7 |



SAY *I am going to show you four pictures. Look at all the pictures. They tell a story.*

Pause to give students time to look at the pictures.

SAY *I will start the story for you. Last week, Ms. Walker's science class was studying sea animals. Tell me what happened.*

00437875

Grades Nine Through Twelve — Reading

WORD ANALYSIS

ELD Standard:

Recognize the most common English morphemes in phrases and simple sentences (e.g., basic syllabication rules, phonics, regular and irregular plurals).

Scoring:

This question was scored as Correct, Incorrect, or No Response.

Student Performance:

The table below shows how students performed in the 2004–05 administration.

| Overall Performance Level on the CELDT | % Scored Correctly |
|--|--------------------|
| Beginning | 31 |
| Early Intermediate | 52 |
| Intermediate | 71 |
| Early Advanced | 84 |
| Advanced | 93 |

Find the word that means more than one party.

- ☐ partis
- ☐ partys
- ☒ parties
- ☐ partyes

00241747

FLUENCY AND VOCABULARY

ELD Standard:

Use a standard dictionary to derive the meaning of unknown vocabulary.

Scoring:

This question was scored as Correct, Incorrect, or No Response.

Student Performance:

The table below shows how students performed in the 2004–05 administration.

| Overall Performance Level on the CELDT | % Scored Correctly |
|--|--------------------|
| Beginning | 34 |
| Early Intermediate | 46 |
| Intermediate | 61 |
| Early Advanced | 73 |
| Advanced | 85 |

DIRECTIONS Choose the answer that means the **SAME** or nearly the same as the **underlined word or words**.

The scientists found a genuine fossil.

- ☐ whole
- ☐ small
- ☐ regular
- ☒ real

00354270

Grades Nine Through Twelve — Reading

COMPREHENSION

ELD Standard:

Apply knowledge of language to achieve comprehension of informational materials, literary texts, and texts in content areas.

Scoring:

This question was scored as Correct, Incorrect, or No Response.

Student Performance:

The table below shows how students performed in the 2004–05 administration.

Question 1:

| Overall Performance Level on the CELDT | % Scored Correctly |
|--|--------------------|
| Beginning | 19 |
| Early Intermediate | 37 |
| Intermediate | 67 |
| Early Advanced | 90 |
| Advanced | 96 |

Question 2:

| Overall Performance Level on the CELDT | % Scored Correctly |
|--|--------------------|
| Beginning | 36 |
| Early Intermediate | 45 |
| Intermediate | 62 |
| Early Advanced | 84 |
| Advanced | 94 |

Question 3:

| Overall Performance Level on the CELDT | % Scored Correctly |
|--|--------------------|
| Beginning | 32 |
| Early Intermediate | 42 |
| Intermediate | 60 |
| Early Advanced | 83 |
| Advanced | 94 |

DIRECTIONS Read the job description taken from the newspaper. Then do Numbers 1 through 3.

Buford Hardware Store offers SUMMER JOB:
Seeking student for full-time summer work to start in four weeks. Must be at least 16 years old. Must be able to lift 50 pounds and have knowledge of basic hardware tools. Should have some experience with painting or carpentry. Applications available at Buford Hardware Store, 21 Applegate St., Rushtown, CA.

- Which of these is NOT a requirement for this job?
 - ☐ painting experience
 - ☐ carpentry experience
 - ☐ ability to lift 50 pounds
 - ☒ ability to work evenings
- The Buford Hardware Store placed an advertisement in the newspaper for what type of position?
 - ☒ seasonal full-time
 - ☐ seasonal part-time
 - ☐ permanent full-time
 - ☐ permanent part-time
- The job description states that the Buford Hardware Store
 - ☐ wants to hire someone who can drive a car.
 - ☐ expects the applicant to be willing to work part-time.
 - ☐ seeks to hire someone with a college education.
 - ☒ would prefer an applicant with carpentry experience.

00241916, 00241918, 00241920

Grades Nine Through Twelve — Writing

GRAMMAR AND STRUCTURE

ELD Standard:

Revise writing for appropriate word choice, organization, consistent point of view, and transitions, with some variation in grammatical forms and spelling.

Scoring:

This question was scored as Correct, Incorrect, or No Response.

Student Performance:

The table below shows how students performed in the 2004–05 administration.

| Overall Performance Level on the CELDT | % Scored Correctly |
|--|--------------------|
| Beginning | 21 |
| Early Intermediate | 17 |
| Intermediate | 32 |
| Early Advanced | 68 |
| Advanced | 88 |

DIRECTIONS Choose the word that **BEST** completes the sentence.

Our pear tree had _____ pears this summer than last year.

☒ fewer

☐ many

☐ much

00354105

SENTENCES

ELD Standard:

Write an increasing number of words and simple sentences appropriate for language arts and other content areas (e.g., math, science, history-social science).

Scoring:

This question was scored using the “Sentences” rubric (0–3) found in Appendix A.

Student Performance:

Here is how the students performed in the 2004–05 administration:

| Overall Performance Level on the CELDT | Average Score Based on Rubric |
|--|-------------------------------|
| Beginning | 1.6 |
| Early Intermediate | 1.9 |
| Intermediate | 2.2 |
| Early Advanced | 2.4 |
| Advanced | 2.6 |

DIRECTIONS Write a sentence that describes what is happening in the picture.



00354133

Sample Student Responses:

| Score | Scoring Rationale | Sample Responses |
|-------|---|--|
| 0 | <p>No Communication: Subject or predicate is missing. The following characteristics may be seen as well.</p> <ul style="list-style-type: none"> • Content is not related to the prompt. • Response consists of single words or simple phrases and is not meaningful. • Grammar and syntax distort meaning. • Articles, possessives, prepositions, and plural endings are missing and/or incorrect. • Vocabulary is severely limited (random words with no indication of comprehension). • Spelling errors interfere with comprehensibility. • Punctuation and capitalization errors distort meaning. | |
| 1 | <p>Emerging Communication: Simple subject and a simple predicate are evident and in the correct word order. The following characteristics may be seen as well.</p> <ul style="list-style-type: none"> • Content is reasonably related to the prompt. • Response contains awkward clauses and/or non-standard wording that affect meaning. • Grammar and syntax contain errors that may interfere with meaning (errors in subject/verb agreement, incorrect verb form or tense, use of present participle without an auxiliary verb). • Articles, possessives, prepositions, and plural endings are often missing and/or incorrect. • Vocabulary is vague (primarily uses words such as “fun,” “nice,” “cool,” “good”). • Spelling errors make response difficult to comprehend, but at least one word is correctly spelled (other than “a,” “I,” or “the”). • Punctuation and/or capitalization errors may interfere with meaning. | <p><i>They looking a cor for buy.</i></p> <hr/> <p><i>There a man and a women looking for a car to buy.</i></p> <hr/> <p><i>Two people a truck from the dealer</i></p> |

| Score | Scoring Rationale | Sample Responses |
|-------|--|---|
| 2 | <p>Basic Communication: Subject and predicate are in the correct word order. The following characteristics may be seen as well.</p> <ul style="list-style-type: none"> • Content is clear and appropriate to the prompt. • Response is communicative but simple. • Grammar and syntax contain minor errors that do not interfere with meaning, but response is not written in Standard English (errors in subject/verb agreement, incorrect verb form or tense). • Articles, possessives, prepositions, and plural endings may be missing and/or incorrect. • Vocabulary adequately addresses the prompt; lacks complexity. • Spelling errors do not interfere with meaning. • Punctuation and/or capitalization have few errors that do not interfere with meaning. | <p><i>A men and a women is buying a car.</i></p> <hr/> <p><i>Their are looking for a new car.</i></p> <hr/> <p><i>THE COUPLE IS LOOKING AT THE EXPENSES AND THE PRICE OF A BRAND-NEW TRUCK.</i></p> <hr/> <p><i>My Parent's are looking for a new car to bought.</i></p> <hr/> <p><i>The car deler is trying to sell the car to a women.</i></p> <hr/> <p><i>The guy is open the car for he's girlfriend.</i></p> |
| | <p>Fully Competent Communication: Subject and predicate have some syntactical complexity (multiple subjects/objects, use of infinitive or gerund as an object, compound/complex sentence structure, prepositional phrases, relative clauses). The following characteristics may be seen as well.</p> <ul style="list-style-type: none"> • Content is clear and appropriate to the prompt. • Response is written in Standard English. • Grammar and syntax contain no errors. • Articles, possessives, prepositions, and plural endings are correct. • Vocabulary is detailed and precise with descriptive adjectives and adverbs. • Spelling contains no errors. • Response may contain only one error in either capitalization at the beginning of the sentence or punctuation at the end of the sentence. May contain the following minor mechanical errors: missing periods after abbreviations, capitalization error in the middle of the sentence, extraneous or missing commas. | <p><i>The man and the lady are looking at a truck.</i></p> <hr/> <p><i>The people are looking for a car to buy.</i></p> <hr/> <p><i>The man is making the crust for the pizza.</i></p> <hr/> <p><i>The salesman wants to sell a pickup truck to the customer.</i></p> <hr/> <p><i>The salesman is showing the car to the lady.</i></p> <hr/> <p><i>The couple is checking out a truck that is for sale.</i></p> <hr/> <p><i>The man and the woman are looking at a truck they might buy.</i></p> <hr/> <p><i>The couple looked at the paper that was on the truck's window.</i></p> |

Grades Nine Through Twelve — Writing

SHORT COMPOSITIONS

ELD Standard:

Write expository compositions, such as comparison and contrast, and problem and solution, that include a main idea and some details and simple sentences.

DIRECTIONS Write about the given topic.

Write a paragraph about something you would like to learn to do and explain why.

00354065

Scoring:

This question was scored using the “Short Compositions” rubric (0–3) found in Appendix A.

Student Performance:

The table below shows how students performed in the 2004–05 administration.

| Overall Performance Level on the CELDT | Average Score Based on Rubric |
|--|-------------------------------|
| Beginning | 1.6 |
| Early Intermediate | 1.9 |
| Intermediate | 2.3 |
| Early Advanced | 2.6 |
| Advanced | 2.9 |

Sample Student Responses:

| Score | Scoring Rationale | Sample Responses |
|-------|--|------------------|
| 0 | <p>Non-scorable: A score of 0 (zero) should be assigned to ANY of the following:</p> <ul style="list-style-type: none"> No response; blank. Response is written entirely in another language. Response is unintelligible. Response is identical to a previous response. Response is illegible. Response merely copies the prompt. | |

| Score | Scoring Rationale | Sample Responses |
|-------|---|---|
| 0 | No Communication: | |
| | <ul style="list-style-type: none"> Content may or may not be related to the prompt. Response consists of a few isolated words with no comprehensible phrases. | |
| | <ul style="list-style-type: none"> Subject and predicate may or may not be present. Grammar and syntax contain errors that distort meaning. Vocabulary is severely limited (student uses random words). Spelling and mechanics errors interfere with comprehensibility. | |
| | | |
| | | |
| 1 | Emerging Communication: | <i>A like explain because is very Beatiful and I like because no is difficult and I like very much.</i> |
| | <ul style="list-style-type: none"> Content is somewhat related to the prompt. Response is mostly incomprehensible with some recognizable phrases. Subject or predicate may be recognizable. | <i>I would like to learn howo to suffer. It just in tretion me. To be higt as the water. look just grild aross Oenca breezsi. To feel the rash water and raid water. And be one withe brand move thour the water. It some linke have thank do not peopol aroun her. They is a said. Your live in California shoud no how to saffer. The live is should take lost learn of diffecia tinke why feel fard with me will do.</i> |
| | <ul style="list-style-type: none"> Grammar and syntax often interfere with meaning. Vocabulary is basic (in early stages of development; mostly basic). Spelling and mechanics errors make response difficult to comprehend, but at least one word is spelled correctly (other than "a," "I," or "the"). | <i>I lak to guar kartre. becaus I wat to lrn to be a kamuranmt becaus I to guar I lak to tang. en I lak letpet canvor and art the letont convor I gat to kep me dos for me.</i> |
| | | |
| | | |
| 2 | Developing Communication: | <i>I want to learn how use a computer. because I like everything about, but I want to learn how use the program and the internet beause I think that I funny to nkow.</i> |
| | <ul style="list-style-type: none"> Content is clearly related to the prompt. Response is mostly comprehensible but may also contain fragments or run-ons. Subject and predicate are evident in at least one sentence with capitalization at the beginning of the sentence and punctuation at the end of the sentence. | <i>What woold I like to learn to Do well I woold like to learn how to AiR Brush, and Draw, and carpentry. that's about it. I really like to Draw anD, Do athele things to</i> |
| | <ul style="list-style-type: none"> Grammar and syntax contain numerous errors, sometimes interfering with meaning. Vocabulary is vague or general (primarily uses words such as "fun," "nice," "cool," "good"). Spelling and mechanics errors may interfere with meaning. | <i>I would like to learn mechanic because I want to know all about the cars.</i> <i>like now my car it doesn't work. and sometime the mechanic is little expensive now I don't have how to move to different places like to my job, school and to the mall.</i> <i>This is little reasons why I would like to learn about mechanic when I graduate From high school or collage.</i> |
| | | |
| | | |

| Score | Scoring Rationale | Sample Responses |
|-------|---|---|
| 3 | Competent Communication: <ul style="list-style-type: none"> Content reasonably addresses the prompt. Response is mostly comprehensible and recognizable as a paragraph; contains logical sequencing. Subject and predicate are in correct word order, as well as capitalization at the beginning of the sentence and punctuation at the end of the sentence. Response contains three or more complete simple or compound sentences, although there may be some fragments or run-ons. At least one sentence [two sentences for 3–5; three sentences for 6–12] contains a subject and predicate in correct word order, as well as capitalization at the beginning of the sentence and punctuation at the end of the sentence. Grammar and syntax contain few errors that occasionally interfere with meaning. Vocabulary adequately addresses the prompt. Spelling and capitalization errors occasionally interfere with meaning. | <p>Something I would like to is work on cars. I like to do mecanics and fix things at home. I would like to work in cars because lts very fun for me. I learned a little bit already because my brother shows me how. When lm bored thats what I like to do on my time.</p> <hr/> <p>I would like to learn how to do the things doctors do because when I grow-up I want to be a pediatrition. I'd like to learn how to do those things because I think helping babies or kids when they are sick is fun.</p> <hr/> <p>I would like to learn how to play soccer like the people on tv. I would like to learn that because I would also like to entertaine people when I grow up. I would like to dribble the way they do. I would also to kick it the way they do. Thats what I would like to learn.</p> <hr/> <p>I would like to learn how to drive a car. I wan't to learn it because I wan't to travel. I also wan't to go to places far away. I wan't to learn to drive a car because its cool.</p> |
| | Expressive Communication: <ul style="list-style-type: none"> Content fully addresses the prompt. Response is in paragraph form with sentences that support the topic sentence and may contain a concluding sentence. Response is written in Standard English and contains well-organized events or ideas as well as a few effective details and transitional devices. Subject and predicate are in correct word order, as well as capitalization at the beginning of the sentence and punctuation at the end of the sentence. Response contains at least three complete sentences, one or more of which is syntactically complex (multiple subjects/objects, use of infinitive or gerund as an object, compound/complex sentence structure, prepositional phrases, relative clauses). At least three sentences contain a subject and predicate in correct word order, as well as capitalization at the beginning of the sentence and punctuation at the end of the sentence. Grammar and syntax contain minimal errors that do not interfere with meaning. Vocabulary is precise and may include idioms or figurative language. Spelling and mechanics errors are minimal and do not interfere with meaning. | <p>Something I would like to learn to do would be how to be a master chef. I love cooking and I believe that if I were to learn how to cook professionally, I would get a great job. Cooking to me is so fun and intertaining. I know young people who want to be nurses, doctors, firemen, but I haven't come across someone who also disires to become a chef.</p> <hr/> <p>Who's the greatest in basketball? Who dunks? Who wants to be like Mike? What I would like to learn is to play basketball and be like Michael Jordan. I would want to learn how he plays defense because defense is hard work and to be able to win games is defense. I want to learn how he shoots the ball, the reason of that is because he can shoot in any perimeter he wants and makes the shoot. I want to learn his dripping skills because I want to juke players on the court. I would like to learn about Michael Jordan's basketball skills because he does everything well like; defense, ball handles, shot, and being a leader on the team.</p> |
| | | |

Appendix A

Scoring Rubrics

Speaking:

Choose and Give Reasons

4-Picture Narrative

Speech Functions

Writing:

Sentences

Short Compositions

Scoring Rubrics

Speaking — Choose and Give Reasons

| Score | Scoring Rationale |
|-------|---|
| 0 | <ul style="list-style-type: none">• Student does not make a choice or does not support the choice with a relevant reason.• No response [NR].• Response is entirely in another language [HL]. |
| 1 | <ul style="list-style-type: none">• Student makes choice and supports choice with at least one relevant reason.• Errors in grammar, vocabulary, and/or pronunciation are significant enough to interfere with communication. |
| 2 | <ul style="list-style-type: none">• Student makes choice and supports it with at least two relevant reasons.• Speech is generally accurate (i.e., minor grammatical, vocabulary, and/or pronunciation errors may occur, but they do not affect communication). |

Speaking — 4-Picture Narrative

| Score | Scoring Rationale |
|-------|--|
| 0 | <ul style="list-style-type: none"> • No response [NR]. • Spoken in another language [HL]. • Unintelligible. • Response consists entirely of “I don’t know” or “I forget.” |
| 1 | <ul style="list-style-type: none"> • Student attempts to tell a story based on the pictures but does not construct a coherent narrative. • Response displays a very limited range of vocabulary. The student’s speech is often halting or impeded. • Response includes numerous grammatical errors that interfere with communication. • Student’s speech is generally difficult to understand. Pronunciation often interferes with communication. |
| 2 | <ul style="list-style-type: none"> • Story is based on pictures but does not clearly express some major event. • Response displays some of the necessary vocabulary, but the student often cannot find the right word. • Response shows control of basic grammatical structures but includes numerous errors, some of which interfere with communication. • Student’s speech is sometimes difficult to understand. Pronunciation sometimes interferes with communication. |
| 3 | <ul style="list-style-type: none"> • Story is coherent and includes explanation of major events, but does not provide much elaboration (e.g., explanations of details and context). • Vocabulary resources are generally adequate to perform the task. The student sometimes cannot find the right word. • Response is generally adequate grammatically. Errors rarely interfere with communication. • Student may have an accent and/or make some errors in pronunciation, but pronunciation is generally accurate and usually does not interfere with communication. |

- 4**
- Story is **coherent and effective**, including explanation of major events, with **appropriate elaboration** (e.g., explanations of details and context). Contains more complex sentence structure.
 - **Vocabulary** resources are **well developed**. The student can almost always find the appropriate word. Uses precise word choice.
 - Response displays few grammatical errors and contains **varied grammatical and syntactical structures**. Any errors are minor (e.g., difficulty with articles or prepositions) and do not interfere with communication.
 - Student may have an accent, but **both pronunciation and intonation are generally** accurate and do not interfere with communication.

Speaking—Speech Functions

| Score | Scoring Rationale |
|-------|--|
| 0 | <ul style="list-style-type: none">• Student does not perform the language function required.• No response [NR].• Response is entirely in another language [HL]. |
| 1 | <ul style="list-style-type: none">• Student performs the language function required.• Errors in grammar, vocabulary, and/or pronunciation are significant enough to interfere with communication. |
| 2 | <ul style="list-style-type: none">• Student performs the language function required.• Speech is accurate enough not to interfere with communication (i.e., minor grammatical, vocabulary, and/or pronunciation errors may occur, but they do not affect communication). |

Writing—Sentences

| Score | Scoring Rationale |
|-------|---|
| 0 | <p>No Communication: Subject or predicate is missing. The following characteristics may be seen as well.</p> <ul style="list-style-type: none"> • Content is not related to the prompt. • Response consists of single words or simple phrases and is not meaningful. • Grammar and syntax distort meaning. • Articles, possessives, prepositions, and plural endings are missing and/or incorrect. • Vocabulary is severely limited (random words with no indication of comprehension). • Spelling errors interfere with comprehensibility. • Punctuation and capitalization errors distort meaning. |
| 1 | <p>Emerging Communication: Simple subject and a simple predicate are evident and in the correct word order. The following characteristics may be seen as well.</p> <ul style="list-style-type: none"> • Content is reasonably related to the prompt. • Response contains awkward clauses and/or non-standard wording that affect meaning. • Grammar and syntax contain errors that may interfere with meaning (errors in subject/verb agreement, incorrect verb form or tense, use of present participle without an auxiliary verb). • Articles, possessives, prepositions, and plural endings are often missing and/or incorrect. • Vocabulary is vague (primarily uses words such as “fun,” “nice,” “cool,” “good”). • Spelling errors make response difficult to comprehend, but at least one word is correctly spelled (other than “a,” “I,” or “the”). • Punctuation and/or capitalization errors may interfere with meaning. |

2 Basic Communication: Subject and predicate are in the correct word order. The following characteristics may be seen as well.

- **Content** is clear and appropriate to the prompt.
- **Response** is communicative but simple.
- **Grammar and syntax** contain minor errors that do not interfere with meaning, but response is not written in Standard English (errors in subject/verb agreement, incorrect verb form or tense).
- **Articles, possessives, prepositions, and plural endings** may be missing and/or incorrect.
- **Vocabulary** adequately addresses the prompt; lacks complexity.
- **Spelling** errors do not interfere with meaning.
- **Punctuation and/or capitalization** have few errors that do not interfere with meaning.

3 Fully Competent Communication: Subject and predicate have some syntactical complexity (multiple subjects/objects, use of infinitive or gerund as an object, compound/complex sentence structure, prepositional phrases, relative clauses). The following characteristics may be seen as well.

- **Content** is clear and appropriate to the prompt.
- **Response** is written in Standard English.
- **Grammar and syntax** contain no errors.
- **Articles, possessives, prepositions, and plural endings** are correct.
- **Vocabulary** is detailed and precise with descriptive adjectives and adverbs.
- **Spelling** contains no errors.
- **Response** may contain only **one error** in either **capitalization** at the beginning of the sentence or **punctuation** at the end of the sentence. May contain the following **minor mechanical errors**: missing periods after abbreviations, capitalization error in the middle of the sentence, extraneous or missing commas.

Writing—Short Compositions

| Score | Scoring Rationale |
|-------|---|
| 0 | Non-scorable: A score of 0 (zero) should be assigned to ANY of the following: <ul style="list-style-type: none">• No response; blank.• Response is written entirely in another language.• Response is unintelligible.• Response is identical to a previous response.• Response is illegible.• Response merely copies the prompt. |
| 0 | No Communication: <ul style="list-style-type: none">• Content may or may not be related to the prompt.• Response consists of a few isolated words with no comprehensible phrases.• Subject and predicate may or may not be present.• Grammar and syntax contain errors that distort meaning.• Vocabulary is severely limited (student uses random words).• Spelling and mechanics errors interfere with comprehensibility. |
| 1 | Emerging Communication: <ul style="list-style-type: none">• Content is somewhat related to the prompt.• Response is mostly incomprehensible with some recognizable phrases.• Subject or predicate may be recognizable.• Grammar and syntax often interfere with meaning.• Vocabulary is basic (in early stages of development; mostly basic).• Spelling and mechanics errors make response difficult to comprehend, but at least one word is spelled correctly (other than “a,” “I,” or “the”). |

2 Developing Communication:

- **Content** is clearly related to the prompt.
 - **Response** is mostly comprehensible but may also contain fragments or run-ons.
 - **Subject and predicate** are evident in at least one sentence with capitalization at the beginning of the sentence and punctuation at the end of the sentence.
 - **Grammar and syntax** contain numerous errors, sometimes interfering with meaning.
 - **Vocabulary** is vague or general (primarily uses words such as “fun,” “nice,” “cool,” “good”).
 - **Spelling and mechanics** errors may interfere with meaning.
-

3 Competent Communication:

- **Content** reasonably addresses the prompt.
- **Response** is mostly comprehensible and recognizable as a paragraph; contains logical sequencing.
- **Subject and predicate** are in correct word order, as well as capitalization at the beginning of the sentence and punctuation at the end of the sentence. Response contains three or more complete simple or compound sentences, although there may be some fragments or run-ons. At least one sentence [two sentences for 3–5; three sentences for 6–12] contains a subject and predicate in correct word order, as well as capitalization at the beginning of the sentence and punctuation at the end of the sentence.
- **Grammar and syntax** contain few errors that occasionally interfere with meaning.
- **Vocabulary** adequately addresses the prompt.
- **Spelling and capitalization** errors occasionally interfere with meaning.

4 Expressive Communication:

- **Content** fully addresses the prompt.
- **Response** is in **paragraph form** with sentences that support the topic sentence and may contain a concluding sentence. Response is written in **Standard English** and contains **well-organized events or ideas** as well as a few **effective details and transitional devices**.
- **Subject and predicate** are in correct word order, as well as capitalization at the beginning of the sentence and punctuation at the end of the sentence. Response contains at least three complete sentences, one or more of which is syntactically complex (multiple subjects/objects, use of infinitive or gerund as an object, compound/complex sentence structure, prepositional phrases, relative clauses). At least three sentences contain a subject and predicate in correct word order, as well as capitalization at the beginning of the sentence and punctuation at the end of the sentence.
- **Grammar and syntax** contain minimal errors that do not interfere with meaning.
- **Vocabulary** is precise and may include idioms or figurative language.
- **Spelling and mechanics** errors are minimal and do not interfere with meaning.

Appendix B

Glossary of CELDT-Related Terms/Acronyms

Glossary of CELDT-related Terms/Acronyms*

AA — Annual Assessment

The CELDT is given once each year to English learners as an annual assessment of their progress toward English proficiency (also referred to as AA).

CDE — California Department of Education

The CDE provides leadership, assistance, oversight, and resources to local educational agencies to create a dynamic, world-class education system that equips all students with the knowledge and skills to meet world-class standards and excel in college and careers. Directing the CDE is the State Superintendent of Public Instruction (SSPI), who is elected statewide.

CELDT — California English Language Development Test

The CELDT is the state test of English language proficiency that school districts in California are required to administer to newly enrolled students whose primary home language is not English and to English learners as an annual assessment (*Education Code* sections 313 and 60810 the federal title III of the No Child Left Behind Act of 2001).

CELDT Blueprints

The CELDT blueprints outline specific ELD standards tested and the number of questions included within each domain on the CELDT for each grade from kindergarten through grade twelve.

Constructed-Response (Open-ended) Question

Constructed-response or open-ended questions are performance tasks that require students to respond orally or in writing to questions or prompts presented in the test booklet or by the test administrator. Responses are evaluated according to pre-determined criteria outlined in scoring rubrics.

Domains

Domains are the areas of listening, speaking, reading, and writing assessed by the CELDT. The No Child Left Behind (NCLB) Act of 2001 also requires that comprehension be assessed, which is calculated as the average of listening and reading scale scores.

* Other related terms are available in the CELDT Assistance Packet on the CELDT Resources Web page at <http://www.cde.ca.gov/ta/tg/el/resources.asp>

**ELD Standards —
English Language
Development
Standards**

ELD standards, adopted by the State Board of Education (SBE) in 1999, define what English learners in California public schools must know and be able to do as they progress toward full fluency in English.

English Learner

Students with a primary language other than English who are not yet proficient in English.

English Proficiency

The SBE established guidelines, based on *Education Code* Section 313(d), for school districts to use in reclassifying students from English learner to fluent English proficient. The four criteria are:

- (1) Assessment of English-language proficiency, which in California is the CELDT;
- (2) Comparison of performance in basic skills, which the SBE has indicated should be based on results of the student's latest California English-Language Arts Standards Test (CST in English-language arts);
- (3) Teacher evaluation of a student's academic performance, which can be based on the student's report card grades, grade point average (GPA), or other measure that school districts use to determine students' academic performance; and
- (4) Parent opinion and consultation, which involves parents or guardians, if possible, in a discussion about their student's English-language proficiency and meeting the guidelines for reclassification.

**IFEP — Initial Fluent
English Proficient**

Students with a primary language other than English who have met the district criteria of proficient in English (i.e., those students who were initially identified as fluent).

II — Initial Identification

The CELDT is first given to newly-enrolled students, whose primary language is not English, as an initial assessment of English fluency.

**Multiple-choice
Question**

Many questions on CELDT are presented in a multiple-choice format that presents a question and asks student to select the correct answer from three or more possible choices.

**Performance Level
Descriptors**

Performance level descriptors describe the competencies associated with each performance level. Performance level descriptors characterize what students at each performance level know and can do.

Performance Levels

The SBE has established performance level cut scores for all four domains (listening, speaking, reading, and writing) and overall performance on the CELDT. Student CELDT scores are identified as falling into one of five performance levels: Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced.

Proficiency Levels

The ELD Standards identify five proficiency levels through which English learners progress toward English proficiency: Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced.

Primary Language

The language identified (at the local level) to be the individual's primary language based on information provided in the Home Language Survey upon the student's first enrollment in a California public school. This identification is done only once during the course of the student's academic career and is used to identify students to be assessed with the California English Language Development Test.

Reclassification

Reclassification is the local process used by school districts to determine if a student has acquired sufficient English fluency to perform successfully in academic subjects without ELD support.

**RFEP — Reclassified
Fluent English
Proficient**

Students with a primary language other than English who were initially classified as English learners, but who have subsequently met the school district criteria of English proficient.

RTQs — Released Test Questions

RTQs are selected questions taken from prior administrations (2003–2006) of the CELDT. These questions cover a selection of ELD standards within the four domains tested, demonstrate a range of performance, and represent a variety of ways ELD standards can be assessed. Since RTQs are released to the public, they will not appear on future forms of the CELDT.

SBE — State Board of Education

The SBE is the state education agency that sets education policy for kindergarten through grade twelve in the areas of standards, instructional materials, assessment, and accountability. The SBE adopts textbooks for grades kindergarten through grade eight, adopts regulations to implement legislation, and has the authority to grant waivers of the *Education Code*. The SBE has 11 members, appointed by the Governor.

Scoring Rubric

Scoring rubrics are guidelines with student examples that are used to assess a student's oral or written responses, using a range of score points. There are five sample rubrics included in this document, three for speaking and two for writing.

Test Components

Test Components are the groups of item types in each domain that address the ELD standards. The reading domain, for example, contains the following test components: Word Analysis, Fluency and Vocabulary, and Reading Comprehension (see chart on page 6).

Title III of NCLB — Title III of the No Child Left Behind (NCLB) Act of 2001

The Title III section of NCLB requires states to administer a test to newly-enrolled students whose primary (home) language is not English to determine their level of English fluency. In California, the CELDT serves this purpose. Students identified through the initial assessment as English learners must be given the CELDT annually until they are reclassified as fluent English proficient (RFEP). Title III also sets Annual Measurable Objectives (AMAOs) or targets that school districts receiving Title III funds must meet, which in part are based on CELDT results.